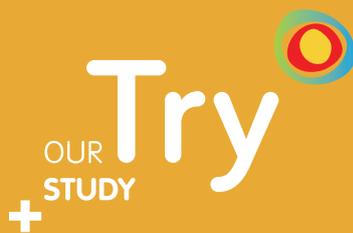




TRY OUR STUDY

STUDY OF VOCATIONAL EDUCATION AND TRAINING TEACHING
APPROACHES AND MANAGEMENT PRACTICES



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of the European Union



Title:

TRY OUR STUDY – Study of Vocational Education and Training teaching approaches and management practices

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Try

NON FORMAL LEARNING
APPROACHES AND
SELF-MANAGEMENT
PRACTICES



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1.1. ABOUT THE PROJECT ■

Project "TRY: non formal learning approaches and self-management practices" was an Erasmus+ Strategic Partnership (KA2) coordinated by Aventura Marão Clube (AMC), a local association in Amarante (Portugal) created in 1993 that leads Non Formal Education (NFE) initiatives in the region and has a lot of experience in working with young people, especially in the areas of international mobility and participation.

This partnership brought together 9 organizations from 3 EU program countries — Portugal, Romania and Poland — all connected (directly or indirectly) to Vocational Education and Training (VET), and was implemented from October 2017 until December 2020 (39 months).

Involving almost 300 participants (half of them with fewer opportunities), mainly VET students, but also teachers, school directors, public authorities, trainers and staff, its main aim was to create synergies between the different sectors of education, training, and youth, in order to facilitate education and inclusive training by introducing NFE methodologies in vocational education and training (VET) institutions, and thus improve the quality and relevance of vocational education. It also aimed at introducing sustainable management principles in VET in order to reduce their public dependency and, at the same time, offer their students a practical experience that allowed them to develop technical and management skills in line with existing needs and opportunities in the business market. Summarizing: the project intended to bring practices of NFE that are usually applied in different youth organisations, within the school setting, creating synergies and links between education, youth, and training, and therefore increasing the quality of education, training, and youth work in Europe.

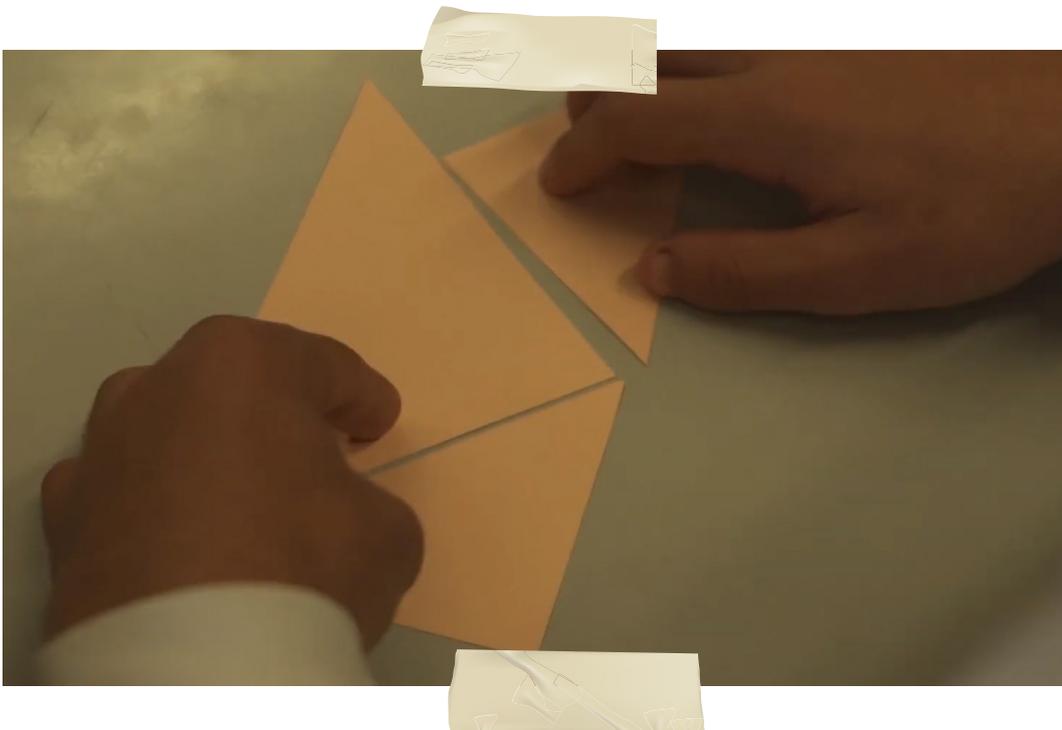
NFE methods have been recognised as an important tool in the education process, not only enhancing the skills and competences of young people, but also helping those who have learning difficulties. This is why project TRY was relevant in the context of the EU and Erasmus+ priorities as it, among other aspects, promoted inclusive education (using NFE methods and practical learning-by-doing approaches), which is targeted to improve the teaching and learning approaches that are aimed to tackle the issues related with early school leaving, low performance, and enhancing the access, participation, and educational results of learners with disadvantaged backgrounds (young people with fewer opportunities). It also created the opportunity to develop innovative integrated practices in education and training (for example, methods and techniques of NFE) and their transfer to other VET contexts (in different countries).

Finally, it is important to mention that TRY expected to achieve long term results such as:

- Improved teaching methods that are better aligned with students' biological features, psychological characteristics and needs, which results in increased motivation of VET students to learn, therefore improving their results.

- Student involvement in school management activities that are relevant and applicable in real-life situations, which improves skills and increases the employability of youngsters, therefore smoothing the transition from school to work.
- Bettered teaching methods (by the integration of NFE methods), which improves the work of teachers, facilitates the involvement of students in the study process, as well as increases the class attendance rates, decreasing the dropout rates

As a specific Intellectual Output of the project, 'TRY OUR STUDY' aimed to the current teaching methodologies in project partner countries and evaluate the use and need of non-formal education methods in VET institutions, as well as evaluate the current school management practices in project partner countries and the use or need of self-sufficient school principles in VET institutions. The effectiveness and efficiency of teaching methodologies and a school management applied in VET was evaluated and comparative analysis - before and after project activities take place - was, thus, carried out.



1.2. ABOUT NON FORMAL EDUCATION & VOCATIONAL EDUCATION AND TRAINING ■

“TRY: non formal learning approaches and self-management practices” aimed at facilitating inclusive education by using non formal education methods, and at improving teaching and learning approaches, mainly tackling issues related to early school leaving, low performance, and lack of motivation. The project thus created the opportunity of developing innovative integrated practices in education and training, namely non formal education methods and techniques, transferring them to the VET context in different countries.

With the assumption that integrating Non Formal Education increases the quality and relevance of Vocational Education and Training, the project’s strategy was based on the recognition of NFE as an important approach in the education process, not only enhancing the skills and competences of young people, but also supporting those who face challenges within formal learning settings. Bringing NFE practices usually applied in youth organisations into the VET school environment, TRY created synergies and links between education, youth work, and training, encouraged the use of experiential methods (learning by doing) and privileged surprising activities as tools for a more active involvement of young people (art, provocation, information, and communication technologies, as well as music and outdoor activities like sports and nature activities), therefore increasing the quality of education, training, and youth work in Europe.

In order to undergo such a challenge, a short-term joint staff training event was conducted, with the aim to train teachers and administrative staff about the use of non formal education methods in teaching practices. It involved study visits and practice sharing, as well as an intense practical training, group work and individual learning, emphasizing the importance of inclusive education that can be achieved by the use of NFE.

For the Council of Europe & the European Commission (2001) “Non Formal Education is, above all, a process of social learning, centred in the learner, through activities that take place outside the formal teaching system and in complementarity to it. Non Formal Education is based on the intrinsic motivation of the trainee and it is voluntary and non-hierarchical by nature. (...) Non Formal Education has highly differentiated formats in terms of time and spaces, number of participants (trainees), training teams, learning features, and results. (...) In Non Formal Education, individual learning outcomes are not judged. (...) The concept of Non Formal Education frequently involves, as a part of development of knowledge and competences, a vast set of social and ethical values”.

Looking deeper into it, and according to Trilla-Bernet, Poizat and Vazquez, we may distinguish Informal Education from both Formal and Non Formal Education, by looking into the intent of the educational activity, the methodic and systematic nature of the educational process, the structure of the educational activity, or the

institutional dimension inherent to the educational activity. If these are common to Formal and Non Formal Education elements, in the case of Informal Education — or, better said, Informal Learning — such aspects are absent.

On the other hand, there are significant distinguishable dimensions between Formal and Non Formal Education: its methodological and structural nature. In Non Formal Education, specifically designed pedagogical and methodological dynamics are proposed, distancing it from the conventional school procedures. Although it is a structured educational activity, NFE does not suffer from the same constraints of Formal Education, in what concerns its political, administrative, and legal dimensions (Trilla-Bernet, 2003; Poizat, 2003; Vazquez, 1998).

All in all, when looking into Non Formal Education, one is in fact looking at education as a whole. Inspired by Margarite Duras' character, Ernesto, who, in the book "La pluie d'été", claims "I don't want to go to school, because we only learn stuff that I don't know!", we would associate Non Formal Education with Paulo Freire's perspective:



"Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system, and brings about conformity, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality, and discover how to participate in the transformation of their world."

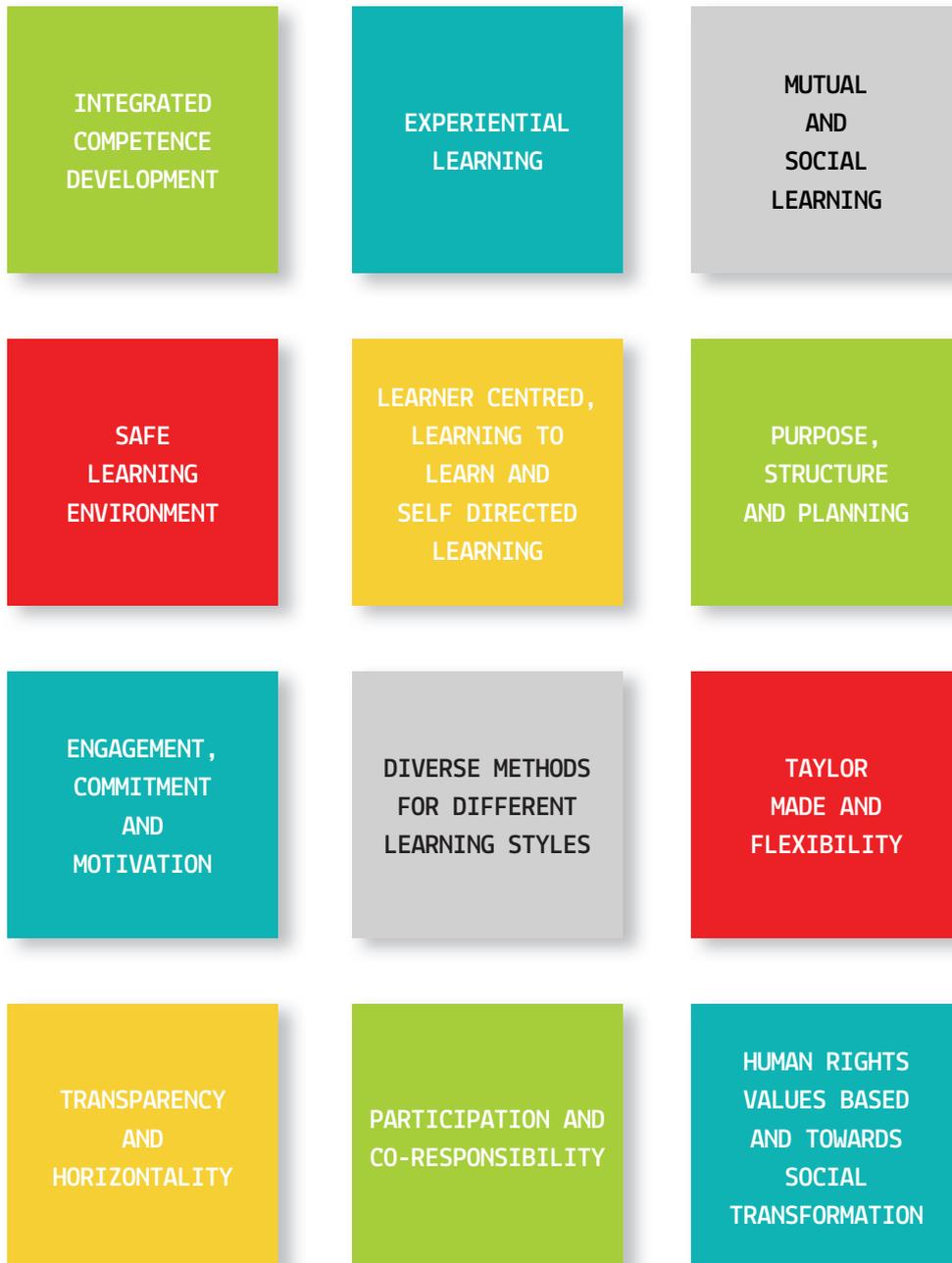
Ilustração: Paulica Santos

Actually, when we look at the right to education itself, we definitely must go for an integrated perception of education:

Article 26 of the Universal Declaration of Human Rights ■

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

To conclude, the following Non Formal Education principles and/or characteristics, are the fundamental elements to fit into the aforementioned approach, assuring they are present in the learning processes.



In conclusion, keeps on facing the challenges of:

- i) Ensuring that all students complete compulsory education;
- ii) Increasing attainment rates in upper-secondary education; and
- iii) Offering the quality and inclusive education for all students that is relevant to labour market needs.

In this perspective, VET can be presented as a "solution" for low performers in mainstream education, helping to reduce early school leaving and improving the alignment in skills being taught in the school with the needs of the labour market. Adding to that, education nowadays is no longer only a local issue and is much more than the delivery of the curriculum. Many stakeholders (youth centres, NGOs, public authorities, enterprises) are considered relevant and, with their expertise, can bring sufficient added value as well as shape the education and training, facilitating the following transitions:

- between different levels and types of education and training;
- from education/training to the world of work;
- and/or from one employment to another.

Also to be considered are the significant disparities concerning economic, social, educational factors that exist in most of the European countries. Less developed regions frequently represent greater density of population with fewer opportunities (geographic isolation, with economic and social obstacles, educational difficulties) as well as minorities (national or ethnic), which most likely has a direct correlation to their academic performance. Inclusive education with personalized and adjusted teaching and learning, therefore, is the main tool that helps reducing disparities in learning outcomes affecting learners with disadvantaged backgrounds. Innovative and integrated approaches that are aligned with biological and psychological characteristics and needs are therefore mandatory, enhancing the access, participation and performance of disadvantaged learners. This is where NFE comes in.

1.3. ABOUT SELF-MANAGEMENT PRACTICES & SUSTAINABLE AND DEMOCRATIC MANAGEMENT ■

Schools, including VET institutions, continue to rely heavily on state funding sources, which results not only in a rather rigid style of management of the institution, but also in an inability to adjust to the changing needs in the labour market in providing relevant education that bridges the gap between school and work.

In relation to the 2012 European Commission Communication Rethinking education: "Investing in skills for better socio-economic outcomes calls on Member States to provide at least one practical entrepreneurial experience for all learners before they complete compulsory education", it is necessary to provide hands-on experience as well as implement practical tools facilitating and supporting entrepreneurial initiatives of schoolchildren.

TRY project intended to create synergies and links between different sectors of education, training and youth to facilitate good practice transfer and create new innovative solutions. In particular, the project aimed to introduce self-sufficient school principles in VET organisations in order to diminish the dependency on state funding, while, at the same time, providing students with hands-on experience developing their practical, technical and business skills, which are aligned with the needs and opportunities of the labour market.

"The profound changes that we are experiencing at the political, environmental, economic, social, and cultural levels of our "postmodern" society pose immense challenges to education. In order to empower students to analyze, reflect, and take action for a sustainable world, the learning and educational process must be experienced in the context of citizenship; that is, it must be designed, planned, and implemented having global sustainability as a framework, thus developing societal awareness, values, and principles." (Saúde, 2020)

With a similar concern, TRY project, based on the United Nations 2030 Agenda, aimed to support the promotion of sustained, inclusive and sustainable economic growth and decent work for all; the promotion sustainable consumption and production patterns and use of all natural resources; the fostering of democracy, good governance and the rule of law, as well as an enabling environment at the national and international levels, as essential for sustainable development, including sustained and inclusive economic growth, social development, environmental protection and the eradication of poverty and hunger; fostering a world in which humanity lives in harmony with nature and in which wildlife and other living species are protected. (adapted from United Nations, 2015)

That is where the self-sufficient management of schools and VET institutions comes in:

"The Millennium Development Goals rightly focus on the need for Universal Primary Education. However, as governments direct their funding priorities towards primary education, where will the finance for post-primary and skills-based education come from? Meanwhile with labor markets in low-income developing countries typically characterized by a lack of formal sector jobs, self-employment remains an important means of earning a living. How can traditional secondary and vocational education institutions better prepare their students with the entrepreneurial skills needed to succeed in this context? Self-Sufficient Schools provide a possible answer to both questions. This innovative approach, combining entrepreneurship and vocational education, not only increases the relevancy of learning, but through school-based "educational" businesses provides both a training ground for students and a means of finance for the school." (Burt, 2010)

Interrelated with the above mentioned self-sufficiency principles as well with the core of sustainability, democratic management is key to implementing such an approach. "Those who work with and lead organizations today have learned two lasting lessons in the last twenty-five years of concerted action research in this field of organization development and change. Lesson one: if people don't participate in and "own" the solution to the problems or agree to the decision, implementation will be half-hearted at best, probably misunderstood, and, more likely than not, will fail." (Doyle, 1996)

**FULL PARTICIPATION
MUTUAL UNDERSTANDING
INCLUSIVE SOLUTIONS
SHARED RESPONSIBILITY**



STRONGER INDIVIDUALS

- IMPROVED LEADERSHIP SKILLS
- STRONGER POWERS OF REASONING
- MORE CONFIDENCE
- MORE COMMITMENT
- BETTER COMMUNICATION SKILLS
- GREATER ABILITY TO ASSUME BROADER AND MORE DIFFICULT RESPONSIBILITIES

STRONGER GROUPS

- GREATER ABILITY TO UTILIZE MULTIPLE TALENTS
- ACCESS TO MORE TYPES OF INFORMATION
- DEVELOPMENT OF A RESPECTFUL, SUPPORTIVE ATMOSPHERE
- CLEAR PROCEDURES FOR HANDLING GROUP DYNAMICS
- INCREASED CAPACITY FOR TACKLING DIFFICULT PROBLEMS

STRONGER AGREEMENTS

- MORE IDEAS
- HIGHER-QUALITY IDEAS
- SOLUTIONS THAT INTEGRATE EVERYONE'S GOALS
- WISER DECISIONS
- MORE RELIABLE FOLLOW-THROUGH

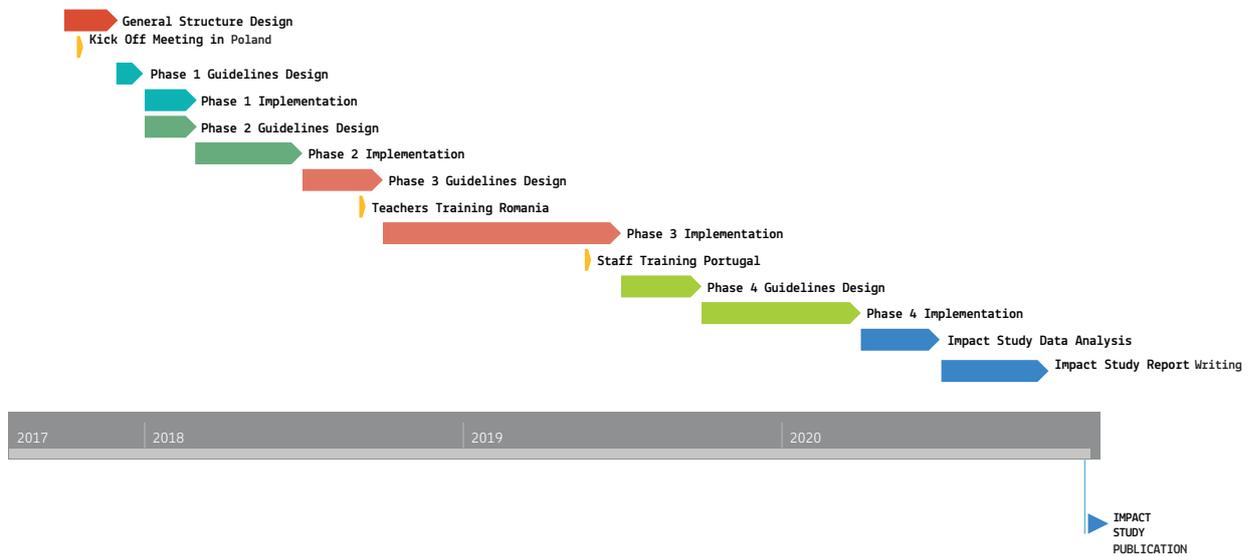
1.4. THE STUDY PURPOSE AND METHODOLOGY ■

The transnational scope of the project provided an unique opportunity to observe good practice examples and learn about different methods as well as policies concerning education, training and youth on international scale, that in greater sense is a prerequisite which ensures continuous improvement of the work of organisations and institutions. So, aiming to increase the quality and relevance of VET by introduction of NFE methods in VET teaching methodology, and to introduce financially self-sufficient school principles in VET organisations in order to improve the organisation's management practices by becoming more cost-efficient and sustainable, the TRY project partners developed a comparative study.

The research was run throughout the project implementation, within a Participatory Action Research framework. This meant that all major actors involved in the VET schools were engaged in the research, and collectively identified, designed, monitored and assessed the concrete educational changes the project implemented.



The study was structured in four phases. Research questions were formulated and the concrete phase's were developed. Each partner organisation received research guidelines for each phase, with detailed description of tasks and responsibilities assigned and concrete tools to use.



PHASE 1: WHERE ARE WE? EDUCATIONAL CONTEXT CHARACTERIZATION

The first phase of the Study of VET teaching approaches and management practices was dedicated to collecting all the relevant information in what concerned each country's and partner's context.

That included information about:

- Each national education system
- The VET organisation's characterization
- The two classes of students per country characterization
- Other relevant information

All this data was gathered through an online questionnaire (see Annex 1) that allowed the gathering of such information in a consistent and comparable way.

PHASE 2: WHAT DO WE DO? ANALYSIS OF TEACHING METHODS AND MANAGEMENT PRACTICES

The second phase of the Study was dedicated to an initial “in depth” analysis of VET teaching approaches and management practices in each partner VET organization.

This analysis was predominantly qualitative and participatory, as it took into consideration the perspectives of all actors involved in VET teaching and management: students, teachers, school boards, parents, other school staff and local community agents.

During this phase data was collected through several techniques:

- Participant observation (see Annex 3)
- Semi-structured individual interviews (see Annex 4)
- Focus groups (see Annex 5)
- School assemblies and debates (see Annex 6)
- Other relevant techniques, when appropriate (eg. surveys, flash-interviews, photo elicitation, etc.)

PHASE 3: WHAT CAN WE DO? EDUCATIONAL INTERVENTION IN VET SCHOOLS

The third phase of the Study was dedicated to the design and implementation of specific educational changes in each VET school. It was an intervention phase, based on the findings and conclusions produced in the previous phase.

Each partner NGO designed and experimented innovative teaching methods (inspired on Non Formal Education usual methods). This intervention had a participatory nature, engaging all major school members, alongside with the NGO partner.

The third phase of the study thus tested the hypothesis inherent to the project’s diagnosis, assumption and goals, which is that bringing in non formal education methods foster students’ and educational community’s engagement, initiative, and autonomy.

During this phase, the educational intervention was developed in line with the non formal education approach, based on its principles and characteristics, with structured sessions (see annexes 7) and a register from teachers in order to have an impact perspective on the use of non formal education as an approach in the context of VET Schools (see annex 8).

PHASE 4: WHERE ARE WE GOING? ASSESSMENT OF EDUCATIONAL CHANGES

In the fourth phase of the Study, innovative teaching methods and management practices continued to be designed and implemented, but then by the partner VET institutions. The partner NGO gradually reduced its participation in these activities, adopting a new monitoring and assessment role. This monitoring and assessment allowed for the identification of the strengths and weaknesses of the ongoing interventions, as well as its success factors.

During this phase data was again collected through:

- Participant observation (see annex 9)
- Semi-structured individual interviews (see annex 10)
- Focus groups
- Other relevant techniques, when appropriate (eg. surveys, flash-interviews, photo elicitation, etc.)

The Study's research questions derived from a) the project's assumptions, b) the project's objectives and c) the impact study objectives described above, being:

A. LEADING QUESTION:

In what way are the VET schools main actors promoting and supporting the development of **engagement, initiative**, and **autonomy** among the students and the educational community as a whole?

B. SPECIFIC RESEARCH QUESTIONS

1. What are the factors (pedagogical or others) that promote greater students' engagement in learning and that lead to better learning outcomes in your school?
2. In what ways – and for what reasons – do students take an active role in shaping their learning processes and/or participate in school or community life?
3. Is the school, and its resources (human, material, financial), managed in a democratic, participatory and sustainable way?
4. What are the main pedagogical and organizational challenges faced by your school and what are the aspects that should be further improved to enhance students' learning, initiative, and autonomy?

These were the questions that the research allowed the transnational research team you to find answers to, as well as to better analyse the data collected and structure the report.

PROPOSED TECHNIQUES:

1. Participant observation in classes, recess, extracurricular activities, school meetings, project activities, etc.

Participant observation involved the researcher's engagement in a variety of activities over a determined period of time that enabled him or her to observe the cultural members in their daily lives and to participate in their activities to facilitate a better understanding of those behaviors and activities. (Kawulich, 2005)



2. Semi-structured individual interviews with students, teachers, school board, community agents.

In this type of interview, the questions were planned prior to the interview, but the interviewer gave the interviewee the chance to elaborate and explain particular issues through the use of open-ended questions. In order to do so, researchers had an overview of the topic so that they could ask questions. (Alsaawi, 2014)



3. *Focus groups* with students and/or with teachers.

They were carefully planned discussions designed to obtain perceptions in a permissive, non-threatening environment. They were conducted with approximately seven to ten people. The discussions were relaxed, comfortable, and often enjoyable for participants as they shared their ideas. In a peer to peer approach, group members inspired each other by responding to ideas and comments in the discussion. (Krueger, 1988)





4. School assemblies and debates engaging students, teachers and other agents.

Assemblies and debates took place with the school community, or a part of it, in meetings to share aspects of the school life that are of worth. They acted as a medium for communicating, debating and deliberating on matters of significance to the whole school community.

5. Other relevant techniques, if appropriate:

- a. short surveys;
- b. flash-interviews;
- c. photos or art-based products.

In summary, as way to find answers to the research questions, the proposed tools were adapted to each concrete context and situation and were used to collect data related to the following specific dimensions:

- students' learning interests, motivations, expectations and goals;
- students' participation and initiative;
- teachers' educational believes and personal styles;
- different teaching approaches;
- different evaluation approaches;
- curricular structures and approaches;
- school educational project;
- teachers-student relationships;
- teachers' training and professional development;
- links / partnerships / projects in/with the community;
- resources available in/to the school;

Ethical considerations in research are critical. Ethics are the norms or standards for conduct that distinguish between right and wrong. They help to determine the difference between acceptable and unacceptable behaviors.

One of the most important ethical considerations in research is the **use of human subjects**. To address these considerations, the schools and the research team **ensured the safety of human subjects** and assisted in making sure that human rights were not violated. They reviewed the research methodology to assure that ethical practices were being utilized. They also took into consideration the national legislation on Data Protection.

Examples of some of these issues include **voluntary participation** and **informed consent**. These principles were followed to guarantee that all human subjects were choosing to participate of their own free will and that they were fully informed regarding the procedures of the research and any potential risks. Ethical standards also protected the confidentiality and anonymity of the subjects.

Concerning **informed consent**, all this was explained to the participants and important information was explicit, such as the objective of the research and the time of conduction, potential benefits and harms of the participation, procedures to keep the privacy and who was conducting the research and how to access this team at any time. In what concerns the informed consent and when it comes to collecting material such as visual or audio record, this was clearly described in the informed consent and explained how and when this data would be used for. For **audio and visual material** from participants and group dynamics during the research, each country relied on national legislation in force.

Confidentiality is a major feature in research dynamics, especially when collecting insights from participants that expose their perceptions and the richness of research is coming from that comfortable zone.

After the implementation, the collected data was analysed, and findings were generated in this report, which aims to underline the similarities and differences, dynamics and directions of change - before and after the new educational methodologies and management approaches were introduced - and describe what emerged.

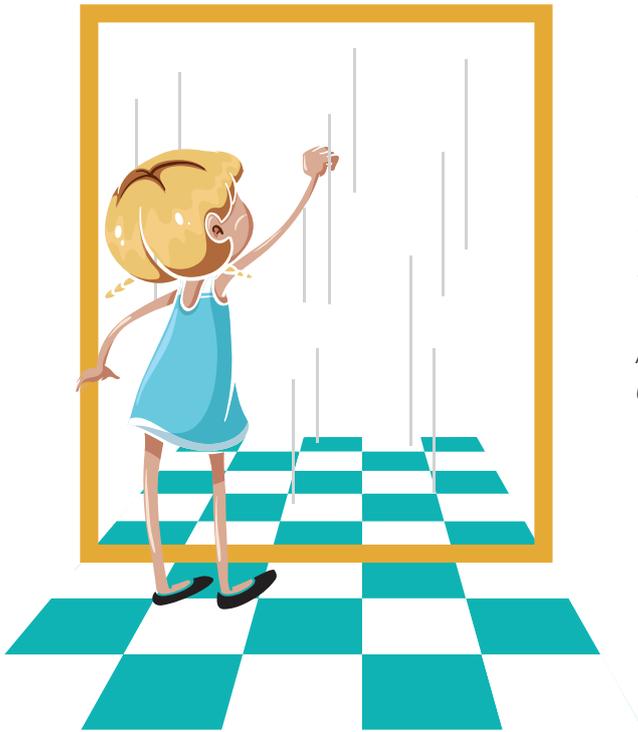
Each partner had the role to analyse and organise the collected data, considering the following main components of this part of the work:

1. All data coming out of the research was registered in writing in the partners' own language (through observation notes, interviews and focus groups general transcriptions, assemblies/debates notes) and after the process these registries were organized and analysed accordingly to the specific research questions.
2. To answer each research question the partners identified the key ideas that emerged from all the perspectives and experiences of the different people observed or listened to.

Each country/school created a report for the 'before NFE' phase and a report for the 'after NFE' phase, which structure was the following:

- Context (overall description of the school);
- Methodology (methods and techniques used, participants involved);
- Main findings (organized by research question - it can include observation notes and/or and excerpts from interviews or focus groups that are considered exemplificative or particularly relevant);
- Conclusions (organized by research question).





"Somehow it seems to fill my head with ideas - only I don't know exactly what they are".

Alice, Through the Looking Glass, (Carroll, 1872)

During more than 36 months, a group of school and public administration staff and decision makers, teachers, youth workers and students from nine different organisations from three different countries embarked on an adventure not so unlike the one of Alice 'Through the Looking Glass': they tried to analyse the complexity of learning, motivated to discover a new and somehow unusual world. And like it happened with Alice, "what could be seen from the old room was quite common and uninteresting, but that all the rest was as different as possible". (Carroll, 1946)

2.1 THREE COUNTRIES, THREE EDUCATIONAL SYSTEMS, THREE SCHOOLS ■

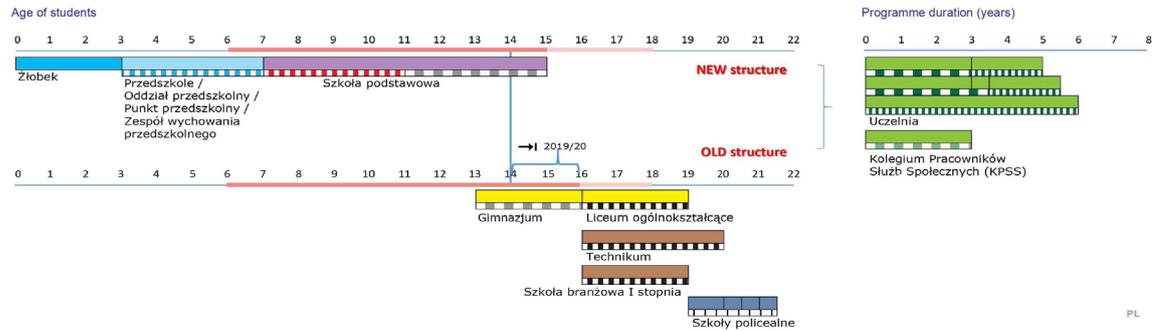
The first phase of the impact study was dedicated to collecting all the relevant information regarding each country's and partner school's educational context, which included information about each national education system and the VET institution's characterization.

Through an online questionnaire, information was gathered in a consistent and comparable way, meanwhile complemented with official data from different official such as EURYDICE, CEDEFOP or OECD.

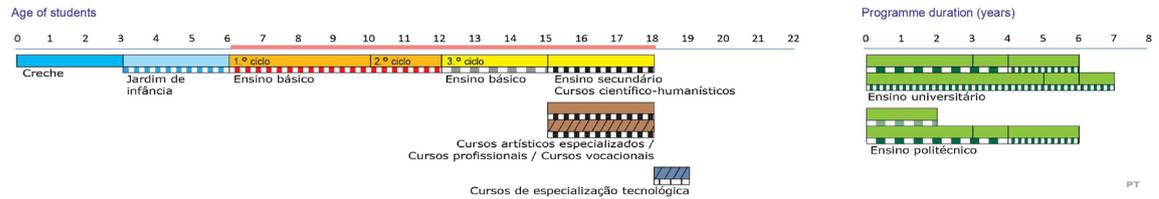
As a result of such concrete data collection, in what concerns the national education systems in each country involved in TRY, we can conclude that there is a common body amongst the three, but there are some relevant differences, namely in levels, grades or years of education.

NATIONAL EDUCATION SYSTEMS SCHEMES

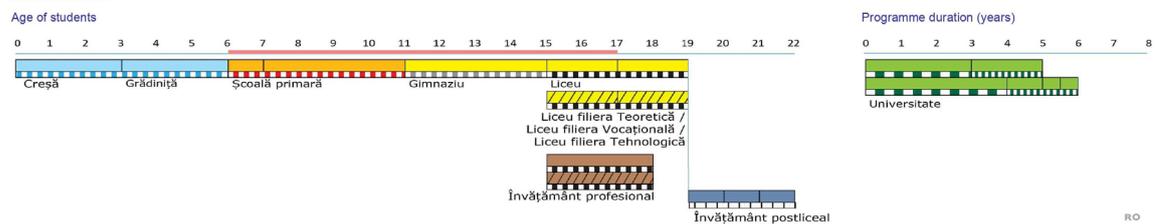
Poland



Portugal



Romania



ADAPTED FROM EURYDICE "THE STRUCTURE OF THE EUROPEAN EDUCATION SYSTEMS 2017/18"

As the image shows, Portugal and Romania's systems seem more similar among each other than the Polish one, being that, during the TRY project, Poland implemented some significant changes in its Education System structure.

The three countries organise their System in Primary, Middle, Secondary, Post Secondary and Tertiary Education, being that the compulsory education level in Poland is currently 9 years until 18 years old, in Portugal it is 12 years until 18 years old and in Romania it is 10 years until 18 years old.

	Primary			
	Level	Grades	Age	Years
PL	Primary School (Szkoła Podstawowa)	1-6	7-13	6
PT	Basic First Stage	1-4	6-10	4
	Basic Second Stage	5-6	10-12	2
RO	Primary	1-4	6-10	4

In Poland, a year of preschool education to stimulate primary reading skills and mathematics is compulsory, therefore, children go through primary school from ages 7 to 12. "The first cycle of grades 1 – 3 are beginner phases (with a single teacher), while grades 4 – 6 introduce systemic learning. Subjects include art and music, crafts and technology, Polish, mathematics, social and natural environment and physical education. Primary and secondary education are free". (Scholaro)

"Primary and secondary education is compulsory in Portugal. Children aged 6 are required to enrol in primary education (*Ensino Básico – 1º Ciclo*) where they take a spread of academic subjects through grades 1 to 4 plus personal and social education. Study content is more advanced during *Ensino Básico – 2º Ciclo*, at the end of which they have completed 6 grades and are prepared for middle school." (Scholaro)

"Romanian education continues to throw off the shackles of the past, although the fact that a parallel private tutoring system exists at all suggests that the ministry of education and research still has a way to go with restructuring schooling that is mandatory for the first 10 grades. Primary school follows optional kindergarten at age 7, and takes 4 years. For their entire public school life education will be free, although students may be required to pay for supplementary materials and uniforms. The school year runs from september through to june." (Scholaro)

Middle				
	Level	Grades	Age	Years
PL	Gymnasium (Gimnazjum)	7-9	13-16	3
	Basic Vocational School (Zasadnicza Szkoła Zawodowa)		16-18	2
PT	Basic Third Stage	7-9	12-15	3
RO	Lower Secondary	5-10	10-16	6

"The 7th and 8th grades known as *Ensino Básico* – 3^o Ciclo correspond to middle school. Subjects include Portuguese and two foreign languages, plus mathematics, natural sciences, physics, chemistry, social sciences and a choice of art. Physical, moral and civic education completes the curriculum, plus light technical orientation to perhaps unlock a talent for a vocation." (Scholaro)

"After 4 years of primary education [Romanian] pupils move on to Gymnasium where for the first time they receive exact marks as opposed to grades. They also adapt to multiple teachers and a schedule of up to 32 hours per week, and must adhere to the national curriculum too. Some schools add 1 or 2 subjects more." (Scholaro)

Secondary				
	Level	Grades	Age	Years
PL	General Lyceum (Liceum Ogólnokształcące)	10-12	16-19	3
	Specialized Lyceum (Liceum Profilowane)		16-19	3
	Technical Secondary School (Technikum)		16-20	4
PT	Secondary	10-12	15-18	3
	Professional Secondary	10-12	15-18	3
RO	Secondary		14-19	4
	Upper Secondary	11-13	16-19	3

"There are 2 streams in secondary education [in Poland]. General schools provide an education designed to dock with university programs. Vocational schools produce qualified workers while also providing general education." (Scholaro)

"At grade 9, the education system divides. Students choose between an academic or a more practical program (multimedia, electronics, computing and so on). Both share the same core subjects of Portuguese, philosophy, physical education, foreign languages and moral / religious education, with the balance of their schooling directed towards achieving their work goals in life." (Scholaro)

Post-secondary (PL & RO) / Vocational (PT)				
	Level	Grades	Age	Years
PL	Szkoły policealne			2
	Szkoły pomaturalne			3
PT	Specialized Tech./Voc.		15-18	3
	Polytechnic			3
RO	Post Secondary School		19-22	3

"[In Poland], should they wish to, students at vocational schools may proceed to post-secondary schools where they are trained as accountants, administrators, computer specialists, nurses and librarians, to mention but a few." (Scholaro)

"In Portugal, initial vocational training is effectively a third stream of secondary education. Following middle school, pupils enrol for three year vocational certificates. These include practical skills in technical and artistic crafts. Outside of this formal system, numerous vocational colleges offer short and longer-term training too." (Scholaro)

"Ongoing vocational training [in Romania] takes place through a network of local, national and sector structures under control of the national council for the vocational training of adults. Employers are bound by law to put programs into place that create conditions in which their employees may develop further, and receive tax credits in return." (Scholaro)

Tertiary				
	Level	Grades	Age	Years
PL	University First-Level (Licentiate)	13-15		3
	University Second-Level (Magister)	16-17		2
	University Third-Level (Doctorate)	18-20		3
	Doktor habilitowany			
PT	Licenciado			3-6
	Mestre			2
	Doctorate			3
	Post Doctorate			1
RO	Bachelor's			3-6
	Master's			2
	Doctorate			4-6

"Polish tertiary institutions include universities, economic and agricultural academies, and polytechnics. Warsaw is the primary academic centre in Poland and consequently attracts the largest number of academics. Poland has a tertiary education tradition that dates back for centuries. The oldest university is the Academy of Kraków founded 1364, and there are 18 more besides. There are also numerous technical, medical and agricultural universities, not to mention subject-specific colleges for teaching, music, theological, economic and maritime skills." (Scholaro)

"Higher tertiary education is provided by polytechnics and universities. The former have a practical bias while the latter are more academic. There have been numerous complaints that poor controls have seen tertiary education standards fall, and protests by students and academics have been vociferous. Notwithstanding this, Portugal boasts many fine academic institutions. The first medieval universities were established in the 13th Century." (Scholaro)

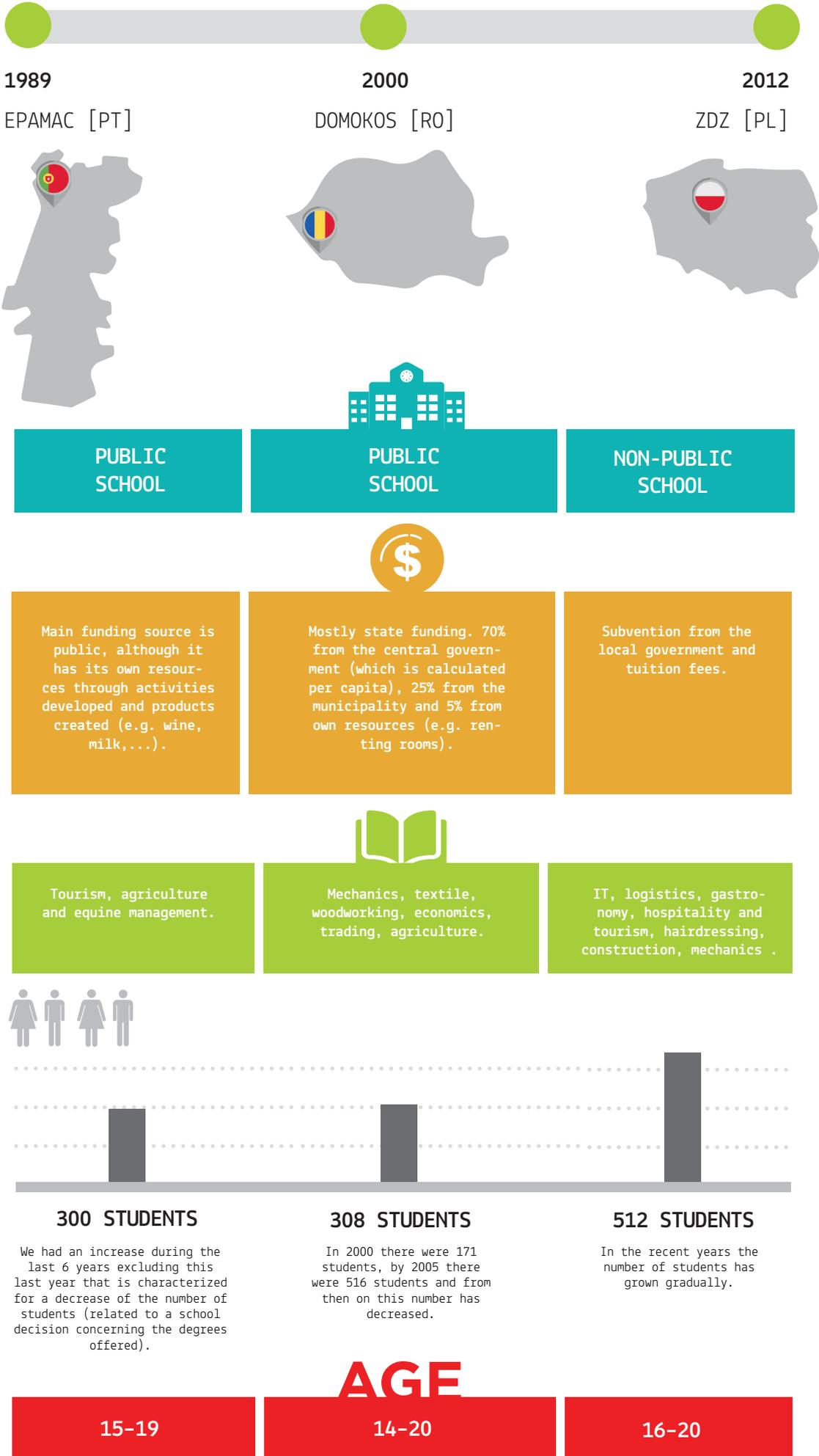
"Romanian universities, historically regarded as the most advanced in Eastern Europe enjoy a high level of administrative independence with own rules for admission, examination and graduation. They include the Universities of Iași, Bucharest, Babeș-Bolyai, and the Technical *University* of Cluj-Napoca UCTN). Of these, the University of Iași (Alexandru Ioan Cuza University) founded in 1860 is the oldest, and in many ways the most respected too. It has 15 faculties (History, School of Law, School of Business and Administration, Philosophy, Literature, Math, Computer Sciences, Physics, Chemistry, Biology, School of Teacher Training, Geography, Orthodox Theology, Catholic Theology, Sport) and over 38,000 students." (Scholaro)



In Poland, on average, 52% of all upper secondary students enrol in VET programmes (a higher proportion than the OECD average of 42%). In 2019, 43% of 25-34 year-olds had a tertiary degree in Poland compared to 45% on average across OECD countries. (Education At a Glance 2020 - check Annex 2 for additional information)

In Portugal, on average, 40% of all upper secondary students enrol in VET programmes in Portugal (a lower proportion than the OECD average of 42%). In 2019, 37% of 25-34 year-olds had a tertiary degree in Portugal compared to 45% on average across OECD countries. (Education At a Glance 2020 - check Annex 2 for additional information)

In Romania, on average, 56% of all upper secondary students enrol in VET programmes in Portugal (a higher proportion than the OECD average of 42%). In 2019, 27% of 25-34 year-olds had a tertiary degree in Romania compared to 45% on average across OECD countries. (Cedefop, "On the Way to 2020, Data for Vocational Education and Training Policies : Indicator Overviews : 2019 Update." - check Annex 2 for additional information).





Girls and boys approximately similar in number.

Girls and boys approximately similar in number; however certain fields are favoured more by one or other.

Girls and boys approximately similar in number.



Our school is located in a region that is one of the poorest in the North of Portugal with serious problems in the area of literacy and high rates of school leaving. Our students' parents are young and with low qualifications, with financial problems (everything at our school is free).

Most of the families struggle with social or economic, geographical or ethnic difficulties. Many parents are uneducated.

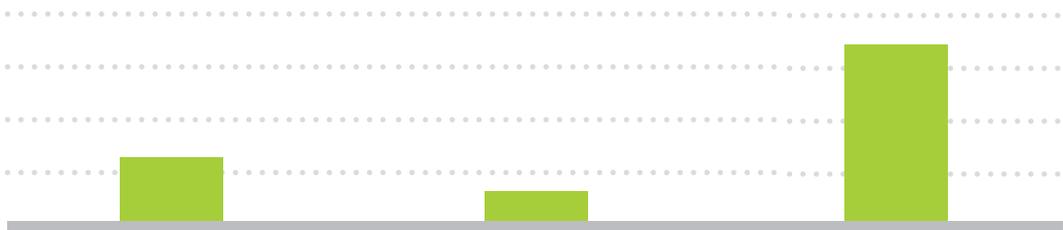
The majority of low to medium socioeconomic status, from rural areas, parents of lower or the same level of educational attainment, often at least one parent unemployed or working abroad.



45 TEACHERS

20-22 TEACHERS
18 teachers hold titular positions.

125 TEACHERS
12 of them are regular staff with permanent employment contracts. The remaining 113 cooperate with the school based on specific contracts of mandate.



AVERAGE AGE

45

30-62

26-60



Balanced male and female.

Balanced male and female.

70% female, 30% male.



Most fully qualified with an education degree according to the subject taught.

Qualification: university diploma.

They are all fully qualified teachers, education/ degree according to the subjects taught, full teaching credentials.

2.2. LOOKING INTO THE LOOKING GLASS: BEFORE ENTERING NFE ■

"It is refreshing to venture into the imaginative world of a literary analogy to view transformative learning. The parallels with *Through the Looking Glass* are striking and lead to a deeper understanding of teaching strategies used in facilitating transformative learning. As teachers continue to explore and reflect on practice with each new group of students, they propel themselves to further reflection in an ongoing process of transforming their own learning, venturing with learners into the known and the not-yet known." (MacIntosh and Wiggins, 1998)

The process of uncovering the characteristics and impacts of implementing NFE approaches in TRY project started, naturally, by looking into the looking glass, mirroring the existing reality and reflecting on the existing practices.

Based on the research questions specifically designed for this impact study, findings around the **students' engagement in learning, their involvement in shaping their own learning and better learning outcomes; the students' participation and initiative in school and/or community life; and the sustainable and democratic management of the school and its resources.**

In a general outlook to the narratives collected and after the necessary content analysis, the key discourse elements found allow us to have a good perspective of the starting point within the three schools where the impact study was implemented.



WORDCLOUD CREATED FROM THE CONTENT ANALYSIS OF THE PARTNERS' RESEARCH REPORTS. THE WORDS WITH MORE WEIGHT BEFORE IMPLEMENTING NFE IN THE SCHOOLS WERE **STUDENT, TEACHER, SCHOOL, CLASS, LEARNING, WORK, PARTICIPATION, ACTIVITY, FEELING, MOTIVATION, INITIATIVE AND RELATIONSHIP.**

Not only does the *wordcloud* show the strength of semantic elements such as Student (x477), Teacher (x317), School (x285), Class (x122) or Learning (x69), but it also reveals other relevant discourse features, like Work (x54), Participation (x53), Activity (x50), Feeling (x50), Motivation (x49), Initiative (x46), Relationship (x40), Knowledge (x39), Management (x37), Support (x35), Group (x28), Project (x28), Difficulty (x26), Responsibility (x23), Challenge (x21), People (x18), Change (x17), Behaviour (x15), Vocational (x15), Autonomy (x14), Community (x14), Experience (x14), Decision-making (x13), Opportunity (x10), Try (x10), Skill (x9), Success (x9), Attitude (x8), Choice (x8), Independence (x8), Cooperation (x7), Democratic (x6), Adaptability (x5), Commitment (x5), or Recognition (x4).

Although a simple textual analysis, it is useful to understand the process that took place, mostly when compared to the narrative after the implementation of NFE in the three schools.

Looking deeper into each of the study dimensions, the next section presents the main findings of the project's entry point, based on each countries' research team report, following the the first and second phases' research guidelines. Reflecting the three main components of the impact study's purpose - assessing learning practices, student's engagement and the schools' management -, the results of the data analysis and its findings are organised by categories of tensions found (e. g. motivation vs. lack of interest; hermetic hierarchy vs. participatory structure; or financial dependence vs. self-sufficiency).

A) About the students' engagement in learning, their involvement in shaping their own learning and better learning outcomes

Four main categories of tensions emerge in the participants' discourse when addressing the subject of what promotes the students' involvement and initiative:

1) Motivation vs. Lack of Interest

In all three schools, the subject of motivation and/or lack of interest from the student is present, mostly in the voice of the teachers, but also coming from the students.

Predominantly in the case of Romania and Portugal, the teachers mention a sense of indifference from the students, which they feel starts out of school, namely from home, which they feel requires a substantial amount of energy to facilitate the students' learning process. They associate this problem of motivation with the lack of self-confidence from the students, who often say "I can't do it". The students themselves emphasize that they expect encouragement and motivation from teachers because they are not confident enough.

Behaviour problems come associated with the students' lack of interest, which creates a vicious cycle: a resistance to school brings a lack of interest, which brings behaviour problems, which makes it more difficult for the teachers to foster a positive relationship between the young people and the school.

Finally, a lack of interest is also attributed to the fact that the Vocational Education itself is less valued by society in general and it is seen as a context where good

results are supposed to be achieved easily. It is said by the teachers that the lack of appreciation and recognition of the pedagogical work developed within this context creates an additional level of unmotivation: the teachers'. "It's not just them, we also get unmotivated".

For the sake of proper analysis, it is important to stress that, according to the testimonies and observations, during some of the classes the students are completely passive, uninterested, with the teacher doing very little to stimulate them. The lesson plan is very stiff, formal and boring, and the students are passive receivers. Several teachers mentioned that it is the teacher's duty to explore the talent of the students, to encourage and assist them.

In what concerns concrete strategies, both teachers and students recognise that participating extracurricular activities in such a way that it boosts their self-confidence can promote motivation, mostly if their performance is positively valued by all the school community.

2) Relationship vs. Detachment

The relationship between the teachers and the students is frequently mentioned as a significant variable in what concerns learning. The positive interaction between the students and the school community as a whole is seen as not only important pedagogically, but also in an integrated perspective of the young people's personal and social development.

The students mention the overall social environment as an important aspect for their learning process and outcomes, and point to concrete competences for the positive relationships they feel support their learning: active listening, empathy, acting to protect the young people, problem-solving ("for instance, our teacher solved my colleague's problem, even being out of the country!"), closeness, niceness, kindness, sense of humour, encouraging, trust, or clarity.

When the students feel a detachment from the teacher or other member of the school community, or even sometimes a hostile posture, they feel "it's not worth it".

3) Practical and Experiential Learning vs. Didactic Learning (or Direct Instruction)

| "If the teacher is monochordic and doesn't interact in a lighter way, if he or she is more imposing, it is harder and more boring to learn." | "For instance, through movies that tackle the learning subject, it is better to be interested and to learn." | "I like the English lessons because we can be on Facebook". | "I like those teachers' classes because they propose different kinds of activities." | "It is very important that they explain the lessons well." | "It is important that the teachers motivate the students, support them and teach in an interesting, more playful way." | "More explanation is needed and simpler formulation of lessons and the teacher should be more patient and enthusiastic." | "Neither the 'loose' nor the too rigorous classes are good." | "The teacher should let the students also speak, have discussions." | "The sitting position in the class doesn't help." | "I would like to be able to ask my colleagues or the teacher to explain it in a different way." | "I also like to learn

by myself, to debate with the teachers who are close to us, to search the Internet, to share doubts with colleagues that may know more." | "Certain subjects are more motivating because they are practical". | "The teachers that come from the regular education setting don't know how to teach the classes that are practical." | "What I like best in learning is to understand what explains things around me." | "I appreciate any learning activity that allows me to talk with different people and overcome that challenge (like internships, being in charge of hosting visitors to the school)." | "I am more willing to learn when I recognise the relevance of what I am learning in relation to possible future work and with real-life". | "I want to make use of what I learn." |

The teaching approaches and styles are very frequently referred for what concerns learning development. From all the discussions with the students, it arises that the students assume a great role in the teacher's way of teaching, some saying that the teachers should change their methods.

Teachers also mention the possibility to implement a more individualized teaching approach as positive, giving the opportunity to have more closeness with the students, to better support them, encourage them to keep going, as well as being a good tool for behaviour management.

A more transversal aspect in what concerns actually implementing such a differentiated approach has to do with the teachers' profiles and their experience and continuity in the school. Sometimes the new teachers are not used or even available to adopt such pedagogical strategies. It is, thus, referred to as important to implement initiatives that encourage the teachers to be innovative and to promote continuous competence development.

Some strategies used to promote students' development of engagement, initiative and autonomy during class include students' own projects, students taking over the teacher role, diversified teaching techniques, positive reinforcement and encouragement, ask the students' opinion or giving them the choice between two tasks, exchange of experiences, school contests, event organizing, community projects, art projects and other after class activities, international projects, amongst other.

4) Inclusive School Conditions vs. Poor Integrated Responses

Amongst the three schools, it is clear that a comprehensive response to community, families and young people's needs is ensured. Not only do the schools provide the teaching itself, but also they assure other basic needs responses such as food, housing, transport, etc. (even if paid, with a smaller or bigger amount depending on the school and the student's financial background).

The lack of some of these aspects or the poor response to any of them is noted by the students as making learning more difficult (for instance the lack of places to gather and just be with each other, the lack of more free time, amongst others).

B) About the students' participation and initiative in school and/or community life

Three main categories of tensions emerge in the participants' (students, teachers, board members and staff) discourse when addressing the subject of what promotes participation and initiative in school and/or community life:

1) Tokenism vs. Shared Decision Making

The most mentioned participation mechanism in all of the partner schools contexts is the students' council or government. In some cases as a potential, in others as a concrete reality, from what it is described, and referring to Roger Hart's Ladder of Participation, the practices in case are still far away from a shared decision approach and just about around tokenism and/or an 'assigned but informed' level. Meaning young people "are apparently given a voice, but in fact have little or no choice about the subject or the style of communicating it, and little or no opportunity to formulate their own opinions" and/or they "(1) «understand the intentions of the project,» (2) «know who made the decisions concerning their involvement and why, (3) «have a meaningful (rather than 'decorative') role». and (4) «volunteer for the project after the project was made clear to them». The practices in case are always adult initiates and the further they go is to consult a listen to young people's perspectives, but actually engaging them in decision making and often taking those perspectives paternalistically, explaining to the participants why and how things in fact happen or should happen in a certain way.

ROGER HART'S LADDER OF YOUNG PEOPLE'S PARTICIPATION



RUNG 8: YOUNG PEOPLE & ADULTS SHARE DECISION-MAKING.

RUNG 7: YOUNG PEOPLE LEAD & INITIATE ACTION.

RUNG 6: ADULT-INITIATED, SHARED DECISIONS WITH YOUNG PEOPLE.

RUNG 5: YOUNG PEOPLE CONSULTED AND INFORMED.

RUNG 4: YOUNG PEOPLE ASSIGNED AND INFORMED.

RUNG 3: YOUNG PEOPLE TOKENIZED*.

RUNG 2: YOUNG PEOPLE ARE DECORATION*.

RUNG 1: YOUNG PEOPLE ARE MANIPULATED*.

For example, one of these students' council/government primary role is considered to be "to help students to share ideas, interests and concerns with teachers and school principals". "According to the school authorities and the teachers, students are always free to speak their mind and their opinions matter". "The class delegate is also the representative of the school's course and students on the General Council. Thus, it has the responsibility to take the students' opinion to this council".

An important and indicative aspect is that there is no students association in any of the three schools (as in bodies led by students with the specific object of defending students' best interests and representing them - close to the concept of student unions), even if proposed by the students in some cases.

2) Apathy vs. Initiative

In what concerns students' initiative, two problems are identified in the data analysis: a) initiative does not come from the students, but from the teachers, and the students have to adopt it; b) the students are short of ideas, don't know how to participate and independent action is rare - they need support.

Students seem to expect the teachers to tell them how to start things and most of the time they struggle and ask for help. "It happens often that students do not only need support to put their idea into concrete, but they need the idea itself. This may be largely due to their social circumstances. Moreover, many students did not receive enough support or praise in their previous school, so they became indifferent or shy".

The students are also unaware of the fact that they can organize things in the school. "This may, at least partly, be due to the fact that, in their former school, they got little appreciation and were given little role in any activity."

The concept of participation that arises from the data collection is very directed to the execution of tasks, with certain activities being delegated to the students which may indicate an intention of co-responsibility.

All in all, the students do not have or have experienced a participation culture, which is a quite systemic issue, as Dave Meslin puts it: "apathy as we think we know it doesn't actually exist; (...) people do care, but we live in a world that actively discourages engagement by constantly putting obstacles and barriers in our way".

3) Hermetic Hierarchy vs. Participatory Structure

A bit related with the previous tension described, the fact that all the major decisions are made at a central level and lie within the competence of the school authorities in a quite hermetic hierarchy, is a structural feature that does not nurture a culture that can create the conditions for students' participation and initiative in school and/or community life.

"All the school authorities cooperate closely and are obliged to inform each other about the activities undertaken, as well as to submit opinions and proposals related to matters that lie within their competence. At the request of any of the bodies, the principal organizes a meeting or conference of the authorities or

their representatives. Any disputes are resolved by the principal". "The principal is appointed by the President of the Board of the Vocational Education Centre and manages the school, represents it before third parties and acts as immediate superior to the teachers and other staff employed by the school, being responsible, amongst others, for the planning, organization, management, supervision and evaluation of the whole of school activity".

There seems to be, in the three different cases, contradictory perspectives around the degree to which the school management is democratic. On one hand, there is the opinion that the institution operates democratically, or at least to a certain extent, - because teachers, local companies and the students' council are also present in the school management - but there is disagreement about this amongst teachers themselves as well as amongst students, who sometimes are quite uncertain about the answer. Still, a significant amount of students consider that they have no involvement and that they should be involved in the school management.

C) About the sustainable and democratic management of the school and its resources

Two main categories of tensions emerge in the participants' (students, teachers, board members and staff) discourse when addressing the subject of the sustainable and democratic management of the school and its resources:

1) Autocracy vs Horizontal School Management

It is noticeable that while the teachers usually see the problems of managing the school in a democratic, participatory and sustainable manner, the students do not really understand how the institution operates. Based on the data analysed - and in the absence of bottom-up perspectives around school management - it is clear that none of the three schools are able to implement a horizontal management.

If investing "in skills for better socio-economic outcomes calls on (...) to provide at least one practical entrepreneurial experience for all learners before they complete compulsory education", it is necessary to provide hands-on experience as well as implement practical tools that facilitate and support young people's initiative. Democratic management is key to implementing such an approach and it is the weakest element in the three contexts researched.

2) Financial Dependence vs. Self-Sufficiency

The data collection also shows a lack of knowledge about the school's income and expenses from the students, who do not see any problems from a financial point of view, believing the school is sustainable.

The main finding from the study at this level is that these VET institutions - as the majority of them - continue to rely heavily on state funding sources and are still far away from being Self-Sufficient Schools or integrating Self-Sufficiency principles, mostly in a coherent way.

It becomes clear that systemic and structural constraints from the educational systems of these three countries create a strong blockage to this change.

Not only does the wordcloud show the strength of semantic elements such as School (x368), Student (x329), Teacher (x218), Non Formal Education (x149), Class (x127) or Learning (x117), but it also reveals other relevant discourse features, like Project (x112), Work (x111), Activity (x95), Participation (x87), Knowledge (x74), TRY (x65), Relationship (x57), Education (x53), People (x53), Experience (x50), Change (x47), Feeling (x47), Management (x41), Community (x39), Support (x39), Motivation (x34), Creativity (x32), Democratic (x23), Sustainable (x20), Challenge (x19), Initiative (x19), Autonomy (x17), Opportunity (x12), or Commitment (x9).

Comparing this simple textual analysis with the one from the beginning of the process, it is clear that some discourse elements gained protagonism and others were significantly reinforced.

Once more, looking deeper into each of the study dimensions, the next paragraphs present the main findings of the project's impact, based on each countries' research team report, following the the third and fourth phases' research guidelines, still reflecting the three main components of the Impact Study's purpose, but now looking at the effect NFE had on the previous explored tensions.

A) About the students' engagement in learning, their involvement in shaping their own learning and better learning outcomes

Concerning the before mentioned tensions (Motivation vs. Lack of Interest, Relationship vs. Detachment, Practical and Experiential Learning vs. Didactic Learning or Direct Instruction, and Inclusive School Conditions vs. Poor Integrated Responses) the participants' views about the impacts of integrating Non Formal Education in the Schools' contexts are clear.

To begin with, this is the dimension that gathered more input within the data collection and consequent analysis.

Both students and teachers from the three schools referred to impacts related to the fact that:

- students particularly enjoyed the lessons where a non formal education approach was used,
- TRY had a good impact on some teachers,
- the project brought new insights to the students and the teachers that resulted in some changes in attitude,
- it turned the school not only in a place to work and/or learn, but also a place to be creative,
- students showed themselves more interested and motivated, self-confident, active and cooperative within and after non formal education activities,
- activities were much more interesting and engaging as opposed to traditional, formal lessons,
- learning this way, the students could make more straightforward references between the study material and real-life situations,

- many students acknowledged that they were able to use what they learnt both at and outside school,
- the teachers and the school board stressed the importance and effectiveness of non formal education, especially in VET, which “in itself is more about skills and not theory and the majority of VET students are practitioners, not academics, and the learning by doing format is much more appealing to them comparing to the traditional formal model”,
- in non formal education, students' mistakes become valuable experiences: “as students engage in hands-on tasks, they find some approaches work better than others, they discard the methods that don't work, and the act of trying something and then abandoning it – ordinarily considered a 'mistake' – becomes a valuable part of the learning process, which allows students to learn not to fear mistakes, but to value them”,
- non formal education is much more personalized as each student's learning experience is guided by their unique past experiences, and thus each interacts with the information and the task in different ways – and with different results,
- the students emphasized the flexibility of non formal education approach and said it was much less stressful and more relaxing compared to the formal education methods,
- the students pointed out that during the activities they felt they wanted to participate as opposed to being obliged to do so,
- the students considered non formal education activities a huge motivator, once it boosted their self-esteem and made them more confident,
- most respondents agreed that the non formal education environment is more inclusive, warm and friendly than the traditional, formal setting, and it's better at building a sense of class community,
- the students felt that the teachers stayed active throughout the activities, but their role was by no means central: “they offered support and advice, every now and then, joining the groups at their desks to discuss ideas, get involved in their discussions and give feedback to make them feel more comfortable, and the general mood was described as light, even humorous, yet the educative value was not compromised”,
- the teachers noted much fewer discipline problems, “which they put down not only to the fact that the lessons were simply more interesting and engaging, but also to the fact that the usual 'trouble-makers' felt more appreciated and important, therefore less prone to disrupting the lessons”,
- it often happened that a student, or almost the whole class, asked: „Is the class already over? I didn't even notice that time was running so fast.”,
- the students felt they remember things better if they learn this way and they learn interesting things,
- according to the students, “non formal education activities make learning more adventurous, it is different, which is good, and everybody pays attention”,
- students felt they learned to compromise, argue, listen to others, be more tolerant,
- or that the non formal approach, as it demands from us, if the teachers have some motivation, will bring more commitment: “people already look for it as space for

improvement and not only as something to respond to the goals that formal education forces you to answer".

Additional findings coming from the testimonies refer to:

- the importance of teacher training and competence development,
- the relevance of peer cooperation amongst teachers "because it creates communication bridges between subjects that tend to be very closed - have their own learning approach, work on their own skills,
- and the need to do continuous and systematic work overtime.

"Non formal education would help in all schools, because if the school continues to dump the knowledge and manuals, the obligation to comply, it doesn't say anything to the students!"

B) About the students' participation and initiative in school and/or community life

Concerning the before mentioned tensions (Tokenism vs Shared Decision Making, Apathy vs. Initiative, and Hermetic Hierarchy vs. Participatory Structure) the participants' views about the impacts of integrating Non Formal Education in the Schools' shows that a non formal education approach has a positive effect on the levels and quality of students' empowerment. It provides more autonomy and power to the students, encourages initiative and leadership, allows students to experience a sense of belonging and significance, and builds a culture where students and teachers actually work together - "all of which leaves the students feeling with the sense of power to influence change".

There is the feeling that, with TRY, although the participation mechanisms such as the student council and such still need to be improved.

"Non formal education changes the way students think about themselves by equipping them with more self-confidence and a sense of self-agency".

C) About the sustainable and democratic management of the school and its resources

Concerning the before mentioned tensions (Autocracy vs Horizontal School Management and Financial Dependence vs. Self-sufficiency) the participants' views about the impacts of integrating Non Formal Education in the Schools' data collection and analysis, seemingly to the first diagnosis, show less the impact of non formal education and TRY in this dimension, and the impact referred to is little.

Still, there are important and relevant outcomes:

1. There is a notion that this is a subject that implies complex features, "like money, and I understand that the school wants to maintain the parameters of

teaching quality, and maybe ends up forgetting about maintaining the students' commitment, that is: they bet on the formal part of the school and the informal part is devalued".

2. "Participatory by its nature, non formal education makes all of the school community realize that students should not be passive recipients of what the system offers them, but rather should be directly responsible for creating the reality around them".

3. And finally, the perspective that if you have interesting classes, the school may attract more students, which has an impact on sustainability.

"I think that more and more non formal education will give new meaning to school, teaching, education, what life is like, how things can be done in other ways."

As a specific Intellectual Output of the project, this Impact Study aimed to evaluate the educational practices in the project's partner countries, as well as the use and need of non formal education methods in VET institutions, also looking into the current school management practices in these schools and their use or need of self-sufficient principles.

After this long endeavour, accompanying three school years (2017-2018, 2018-2019 and 2019-2020) of six classes (two classes in each of the countries involved in TRY), we get back to the project's assumptions, for which 2003 Croft's "Non-formal versus formal education and vocational training" charter may still be useful:

	Formal Education: Academic Studies	Formal Education: Vocational Training	Non-Formal Education
Learning methods implemented	Courses where main vertical relationship takes place between the holder of the knowledge and the learners.	Vertical relationship as in academic studies. Courses may alternate with practices. Mentoring may be used during practices.	Interactive relationship between the learners and their environment "learning by doing". Peer education and mentoring are often used.
Contents	Mainly general. Defined by educational authorities.	Targeted to operational skills. Defined by educational authorities.	Chosen by the learner. No definition except concrete experience acquisition.
Certification	Usually provided at the end of the course and conditioned to success in evaluation of knowledge. Set up according to criteria defined by educational authorities.	Usually provided at the end of the training and conditioned to success in evaluation of knowledge and practice. Set up according to criteria defined by educational authorities.	No certification at this time, however it can be taken into account for university studies (e.g. Finland).
Length	Usually: from 6 to 18 years old: primary & secondary education; above 18 years old: up to 10 years of studies (university)	Usually short: starting in some countries at the age of 14 years old and during up to 4 years during secondary education; 2 or 3 years after university studies.	Life-long learning
Strong points	Obligatory for all (usually up to 16 years old) in order to provide a basic knowledge. Often almost free in the public sector. Certification through official academic diplomas.	Short and providing operational skills that can be used directly in the labour market. Certification through vocational training diplomas.	Accessible to all at any moment of life. "Second chance" for young people with fewer opportunities.
Weak points	Academic diplomas may remain general and further specific studies or trainings need to take place. Not adapted to all. No Europe-wide recognition (difficulties with transferring the value of the diplomas abroad).	Often not chosen by the young people but imposed by "default" during studies. Labour market needs may change making the qualification useless. No Europe-wide recognition (difficulties with transferring the value of the qualification abroad).	No formal recognition.

As the author phrases it, the “formal education system (schools, universities, vocational training) aims at providing young people a basic knowledge to be used for their social integration into society. Unfortunately in many cases, the formal education system fails to provide all young people with their learning needs due to various reasons. Therefore, other sources of personal development should be available. Non-formal education may be one of them, especially – but not solely – for young people with fewer opportunities.” (Croft et al., 2003)

“Alice laughed. ‘There’s no use trying,’ she said. ‘One can’t believe impossible things.’

‘I daresay you haven’t had much practice,’ said the Queen. ‘When I was your age, I always did it for half-an-hour a day. Why, sometimes I’ve believed as many as six impossible things before breakfast. There goes the shawl again!’”

– Lewis Carroll

Having collectively looked at both sides of the mirror, we can affirm that in fact Non Formal Education increases the quality and relevance of Vocational Education and Training and is an important approach in the education process, not only enhancing the skills and competences of young people, but also supporting those who face challenges within the formal learning setting, at the same time creating the conditions for a more participatory, democratic and sustainable management of the VET institutions. Promoting the effective engagement and critical thinking, NFE supports the educational community to “redefine apathy, not as some kind of internal syndrome, but as a complex web of cultural barriers that reinforces disengagement, and (...) identify what those obstacles are” in order to “work together collectively to dismantle those obstacles”, so that “anything is possible.” (Meslin, 2010)

SUMMARY OF LESSONS LEARNED ■

01

A PROJECT OF THIS NATURE MUST BECOME A STRATEGY.

02

THE DIMENSION OF TEACHER TRAINING MUST BE TRANSVERSAL TO THE ENTIRE PROCESS.

03

FROM THE POINT OF VIEW OF PROMOTING SELF-SUFFICIENCY PRINCIPLES, AN ACTION-RESEARCH PROCESS SHOULD BE IMPLEMENTED WITH THOSE WHO MANAGE THE SCHOOL.

04

THE IMPACT OF INTEGRATING NON-FORMAL EDUCATION METHODOLOGIES IS ASSUMED TO BE EVIDENT AT VARIOUS LEVELS.

05

COOPERATIVE LEARNING, CENTERED ON THE LEARNER, AMONG PEERS AND PROMOTING THE WILLINGNESS TO ACT, ARE FACTORS THAT IMPROVE THE LEARNING OF STUDENTS.

06

THERE ARE STRUCTURAL AND SYSTEMIC ELEMENTS THAT MAKE THE INITIATIVE, PARTICIPATION AND AUTONOMY OF STUDENTS IN SCHOOL AND LEARNING MANAGEMENT MORE DIFFICULT.

The first and most important lesson that emerged as a result from the project is that such an approach must in fact become a strategy within the formal education setting, as opposite to being a project that, even having generated some chances, for its ephemeral inherent characteristic – of any project with a beginning, a middle and an end -, will always have a constrained impact.

In second place, but linked with the previous one, another lesson is that the teacher training dimension must be ongoing and transversal to the entire process, as opposed to being a situated moment in which the teachers develop their competences and 'are ready' to implement a NFE approach in their practices. Developing competences towards becoming a NFE practitioner is a comprehensive process, learn-by-doing in itself. A permanent feedback and further improvement feature must thus be ensured.

Third lesson learned: cooperative learning, learning that is centered on the person, that happens among peers and which promotes the willingness to act, are factors that improve learning. If on one hand it is a quite predictable reflective output, it is relevant that the observation and individual or group interviews conducted before and after bringing NFE into the educational practice confirm these aspects as fundamental when trying to fight young people's disengagement from learning.

Also very much related with the previous one, the fourth lesson is that the positive impact of integrating a NFE approach is considered a fact by the diverse actors involved and in different levels: the learning process and outcomes, the relationships between educator and learner as well as among learners, the young people's engagement in the school as a whole and their concern with its identity, organisation and potential, amongst other.

Deriving from the fourth lesson, the fifth is that in order for NFE's integration to have an effective (and efficient) impact in what concerns promoting self-sufficiency principles within the formal education institution, an action-research process must be implemented continuously, close to those who actually manage the school. The risk of not doing so is that the commitment with what can be alternatives to management which may bring in sustainability as a pillar may be fragile and scattered to an extent that it will in fact not work.

Finally, the sixth lesson is that there are structural and systemic elements that, even integrating a NFE approach, make the initiative, participation and autonomy of young people (and the whole community) in the school and learning management more difficult. A very important aspect of such a strategy is, thus, to strengthen the cooperation with relevant stakeholders, namely decision-makers, so that fostering NFE as a way to promote equal opportunities for all in education and related areas of one's life is also a top-down agenda.

“When Alice fell down the rabbit hole, it was an accident, but when she stepped through the looking glass, it was of her own free will, and a braver deed by far.”

– Salman Rushdie, *Two Years Eight Months and Twenty-Eight Nights*



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ANNEXES

ANNEX 1: QUESTIONNAIRE RESPONSES

ANNEX 2: SPOTLIGHT ON VET – 2018 POLAND, PORTUGAL AND ROMANIA

ANNEX 3: PARTICIPANT OBSERVATION GUIDE

ANNEX 4: INDIVIDUAL INTERVIEWS GUIDE

ANNEX 5: FOCUS GROUPS GUIDE

ANNEX 6: SCHOOL ASSEMBLIES AND DEBATES GUIDE

ANNEX 7: ACTIVITIES' TYPE AND STRUCTURE, AND SESSION OUTLINE

ANNEX 8: OBSERVATION REGISTRY FORM

ANNEX 9: FINAL INDIVIDUAL OBSERVATION GUIDE

ANNEX 10: FINAL INTERVIEW GUIDE

ANNEX 1
QUESTIONNAIRE RESPONSES

A. GENERAL INFORMATION

1. Country

Poland

2. City

Kielce

3. School Name

Zakład Doskonalenia Zawodowego w Kielcach

B. NATIONAL EDUCATION SYSTEM

1. How is your national schooling system organised in terms of number of years?

Kindergarten – 3 years

Pre-school 0 class – 1 year

Primary school – 8 years (change from 6 years under the previous system)

Secondary school – the number of years vary depending on the type of school, ie. 4 year comprehensive secondary school, 5 year technical vocational school, 3 year sectoral vocational school (stage I), 2 year sectoral vocational school (stage II). This system is not however fully operational yet and will only start in the school year 2019/2020 after lower secondary schools have been completely phased out. Until then, the old structure is still in place, ie. 3 year comprehensive secondary school, 4 year technical vocational school and 3 year basic vocational school.

2. How is your national schooling system organised in terms of levels?

1. Kindergarten - 3 years

Kindergarten is optional for the 3,4 and 5 year olds.

2. Pre-school - 1 year

6 year olds have to attend the so-called „0 class”. This is available both as the final year of the kindergarten cycle or the initial year of the primary school cycle. It's up to the parents to decide whether the child completes it as part of their kindergarten or school education.

3. Primary school - 8 years (a change from 6 years)

8-grade primary school from the age of 7 to 15

4. Secondary education - 4 or 5 years

Within the old structure there were two separate stages of secondary education – lower secondary education (gymnasium/ middle school - 3 years) and upper secondary education (comprehensive secondary school, technical vocational school, basic vocational school - 3, 4 and 3 years respectively). Last September, lower secondary schools started to be gradually phased out to finally disappear in the school year 2019/2020. So in practice, these types of schools still exist but will soon be gone as they are not provided for in the new education system.

5. Higher education (supervised however by the Ministry of Science and Higher Education and not by the Ministry of Education)

3. What is the compulsory education level in your country (in number of years and/or in age)?

At the moment, still, full-time compulsory education lasts for 10 years and comprises the last year of pre-school education, 6 years of primary school education and 3 years of lower secondary school education. Starting 2017 a new structure of school education is being implemented in which full-time compulsory education will last for 9 years (the last year of pre-school education and 8 years of primary school education). In the Polish education system full-time compulsory education and part-time compulsory education are defined. Full-time compulsory education (obligation to attend primary and lower secondary school – old structure, and primary school – new structure) applies to pupils aged 7-16 years (7-15 in the new structure) while part-time compulsory education (obligation to be in education) concerns pupils aged 16-18 (15-18 in the new structure) and it may take place either in school settings (a student attends an upper secondary school) or in non-school settings (e.g. a student follows vocational training offered by employers). In terms of age compulsory education starts at the age of 6 and lasts until 18 years old.

4. How is your national schooling system organised in terms of major education fields (ex: vocational, apprenticeship, regular schooling/high school)?

Comprehensive/ general, technical vocational, basic vocational, apprenticeship

5. Is vocational education a common choice for students in your country? Please explain why.

Vocational education in secondary school has been perceived for many years as inferior to comprehensive education and one of the most striking educational changes over the last 30 years has been a dramatic decline in enrolment in vocational schools. Especially, the trend gained momentum after the education reform of 1999, which introduced a then new type of school – lower secondary school, the so-called gymnasium (these are being phased out now under the current reform). The unexpected result of the reform was a rapid decrease in vocational school enrolment ratio and this number remained low throughout the following years. As a consequence, between 1995 and 2015 the percentage of people with higher education raised from around 5% to 27% and the percentage of young people (19-30) with vocational education fell from 30% to 13%.

To tackle that, Poland started implementing reforms of its VET system in the school year 2012/2013. It is also being reshaped under the current reform.

Now vocational education is slowly starting to regain its former position. According to statistics, in 2016 49% of students enrolled in vocational education after completing lower secondary school.

6. What would you say is usually the profile of the students that tend to enrol in vocational schools/courses?

As was said in the previous point, even though the perception of VET has been strengthened and raised in the recent years, still a lower degree of esteem is being attached to this kind of career opportunities comparing to the academic path. The student profile commonly associated with VET is: low to medium achiever, often low socioeconomic status of the family, parents of same level of educational attainment.

7. Which of these student evaluation practices would you say are used in your country?

(Grading, Standardised testing, Competences based evaluation, Portfolios)

all of the above (not possible to make a multiple choice)

8. Which are the public administration and government entities in charge of the education system in its several dimensions and components?

Central level: Ministry of National Education (general and vocational education), Ministry of Science and Higher Education (higher education), Ministry of Culture and National Heritage (artistic schools),

Regional level (voivodeship):

Central government appointed Governor (wojewoda) acting through the Superintendent of Education. A Superintendent of Education is the chief school supervision officer in the region, s/he supervises both public and non-public schools and is responsible for the implementation of the tasks defined in the School Education Act and in the regulations relevant to the particular voivodeship.

local level: local government units

school level: headteacher/ director of the school, teachers' board

9. Other relevant information you feel it is important to share about the education system in your country.

The Polish education system is currently undergoing significant changes that were introduced in the school year 2016/2017. Its all very new so many of its aspects are still taking shape and the whole reform will only be fully completed in the school year 2022/23. Major changes have been made concerning the structure as well as the types of schools available to students, reversing the reform implemented by the previous government. At the moment, we're during a transition phase, and the two systems kind of coexist side by side as the changes are implemented gradually.

The 1999 three-level system of compulsory education was organised on the basis of:

- five years of elementary school;
- three years at lower secondary school;
- three to four years of secondary school, technical vocational school or basic vocational school.

The two-level system that will replace it comprises:

- eight years at primary school;
- four to five years at high school, technical vocational school or basic vocational school.

A student's time at vocational school will be subdivided into two stages of three years and a further two years. The new style vocational school is intended to emulate the German dual education system. This will combine students' classroom study with a minimum 50% of hands-on learning.

Lower secondary schools (gymnasium) are expected to stop enrolling new students in 2017 and to close in 2019.

The government's main arguments for the reform are:

- to provide equal educational opportunities for young people from different social backgrounds
- to address a need to extend the period of general education at high school level;
- to improve the quality of VET and make it more relevant to the labour market needs

10. Please share some references of information about the education system in your country available in english.

<http://en.men.gov.pl/>, https://ec.europa.eu/education/sites/education/files/monitor2017-pl_en.pdf, http://eurydice.org.pl/wp-content/uploads/2017/10/Education-System-in-Poland_2017_2018_EN.pdf

C. YOUR SCHOOL

1. In what year did your school open?

2012

2. Is your school public or private?

non-public

3. What is (are) your school's main funding

Subvention from the local government, tuition fees

4. Is your school specialized in one or more training areas? Which one(s)?

IT, logistics, gastronomy, hospitality and tourism, hairdressing, construction, mechanics

5. Which degrees does your school offer? (Please specify the number of years and grade level of each degree)?

IT technician, logistics technician, food and beverage/ catering technician, hotel industry technician, qualified hairdresser, construction technician, car mechanic, all of them 4 years, 4th grade

6. How many students are currently enrolled in your school?

512

7. Has this number changed in the last 10 years? In what way?

In the recent years the number of students has grown gradually

8. What would you say is the socioeconomic profile of your current students? (Please refer to age, gender, and families' socioeconomic status and qualifications.)

Age: 16-20, majority of low to medium socioeconomic status, from rural areas, parents of lower or the same level of educational attainment, often at least one parent unemployed or working abroad

9. How many teachers currently work at your school?

125 at the moment. 12 of them are regular staff with permanent employment contracts. The remaining 113 cooperate with the school based on specific contracts of mandate

10. What is the socioeconomic profile of your current teachers? (Please refer to age, gender, and main qualifications.)

They are all fully qualified teachers, education/ degree according to the subjects taught, full teaching credentials. Age: 26-60. Gender: 70% female, 30% male.

11. What is the average duration of classes in your school?

45 minutes

12. Please describe how the classes are planned in your school. Who is involved in this planning?

On the organisational level, the planning of the classes lies within the responsibility of the headmaster and the school governing authority. An example of such planning is the introduction of an additional English lesson - an extra hour a week for all the students in our school.

The planning of the specific educational content of each class is done by the teachers who do that based on the core curriculum, the material distribution plan and the learning outcomes plan they present at the beginning of each school year. Core curricula are determined at the central level and are the groundwork of education that each school has to follow. School curricula are planned at the school level and teachers are free to follow curricula chosen or developed by them after they are approved by the headmaster. The curriculum proposed by the teacher should be based on the core curriculum and adjusted to the needs and abilities of the students. Teachers cooperate with each other and a lot of decisions and planning are made as a result of team work. The school gathers information, suggestions, comments etc. from all the stakeholders on a regular basis (especially teachers, students, parents, partners). The results of these consultations are then subject to detailed analysis during teachers' board meetings, teacher-parents meetings, teacher-students meetings etc. The conclusions that are drawn in the process are then made up into a diagnosis which is the starting point to formulating an action plan proposal. In the end, teachers who teach the same classes can modify their teaching plans, introduce new or innovative teaching methods, at the same time monitoring the effectiveness of their ideas and the undertaken actions.

13. Please describe the most common teaching methods used in your school.

Traditional methods: oral explanation, storytelling, direct instruction, lecture, group discussion, explanation of the new material using the students' experience, working with the textbook, presentation, observation (eg. slideshow, film, models), drill and practice.

Activating methods: brainstorming, board games, timeline, drama, project-based learning, discovery learning.

14. What are the most common student evaluation practices used in your school?

grading, standardised testing, competences based evaluation

15. What is your students' average success rate? (You may refer to average grades, failure rates, completion rates and post-graduation tracks, and employability.)

Vocational examination: 60-70%

School leaving exam: 40-50%

16. Does your school cooperate regularly with other institutions for educational purposes? (Ex. NGOs, city hall, companies, other schools, etc.). Please, describe some examples.

1. enterprises/ employers from Kielce and the Kielce region by organising and conducting practical classes and apprenticeship, establishing employer-dedicated vocational training classes
2. NGOs, eg. Świętokrzyskie Chef and Cook Foundation, especially by:
 - the planning and the implementation of the educational processes in the catering sector
 - the promotion of school sector-related events
 - providing the educational facilities necessary to conduct the practical classes and

the apprenticeship for the students

- helping students gain extra skills, competences and/or qualifications that are valued by employers but not included directly in the school curriculum

- helping teachers update and upgrade their qualifications

3. local media

4. labour market institutions, eg. local and regional labour offices. The students participate in job fairs and career expos, the school and labour market institutions work together on various initiatives to make students aware of the labour market situation in the region and in Poland, eg. meetings, consultations etc.

5. The Volunteer Centre in Kielce, eg. Charity food collection

6. Polish Red Cross, eg. blood donation campaign

7. The City Hall

8. Uniformed services, ie. The Army, the fire service, the police: arrangement of classes, training camps, trips, training classes for the students in the military, police and fire service profiles.

17. How would you describe the involvement of the different school actors in the school management and education process?

- The Head of the school and his employees (including deputy school head)- administrative duties (e.g. hiring, budgeting, scheduling, meetings); instructional leadership (e.g. developing curriculum, pedagogy); supervising and evaluating teachers and other staff; public relations and fundraising; teaching

- representatives of the school management authorities,

- teachers' board – internal school management collective body dealing with the planning, implementation and supervision over the school's educational and organizational task schedules. The teachers' board includes all the pedagogical employees of the school, staff employed in other institutions providing practical vocational training to students, sometimes also representatives of the parents, social organisations and youth. It decides on the annual plan and budget of the school, analyses the didactic and educational achievements, adopts resolutions on the results of students' assessment and promotion, adopts resolutions on teaching innovations and teaching experiments at the school, adopts organisational arrangements for in-service training of teachers in the school, approves school action plans

- Student council – submits motions to the teachers' board and the head of the school, especially those related to the observance of basic student rights like the right to open and justified assessment, the right to publish a school newspaper and organize various school events

18. How would you describe the relationship between the school and the local community?

The school cooperates with local organisations and institutions on an ongoing basis. These include the local authorities, offices, employers, labour market institutions and other schools operating in the region. The activities they undertake together include organisation of field trips and study visits, organisation of extracurricular classes and after-school activities, planning and conducting school prevention programmes, organisation of school events, conducting lessons, involvement in social work and volunteering.

19. Does the school have a written educational project? What are currently its main features?

„Cybernauts – a comprehensive internet safety project”

The project is part of a government programme. Its main goal is to teach the students

but also the teachers and parents how to use the Internet in a way that maximizes the user's personal safety and protects them from computer crime. The project has been granted Honorary Patronage by the Ministry of Administration and Digitization as well as by the Centre for Education Development.

20. What organizational assessment and improvement mechanisms are there in your school?

- compliance with ISO procedures,
- customer satisfaction survey (surveys for students and parents at the beginning and at the end of the educational process at school); gathering and considering the learners' and parents' views and perceptions about the quality of the school's provision
- teachers' level: observing and evaluating teaching, class visitation, ad hoc checks and audits, self-evaluation by teachers, peer evaluation within teachers' teams
- students' level: monitoring key outcomes of the education system as the keystone indicators for assessing system performance, external and internal student testing

21. Please describe the aspects that contribute the most to your school's success.

According to the results of the surveys carried out by the school, what the students and their parents value the most are the trust and confidence they have in the school, high level of student safety, high quality of mentoring and psychological support, a wide range of profiles and specialisations the school offers to candidates, innovative teaching methods (eg. bilingual classes), a wide range of extracurricular and after-school classes, international initiatives, especially EU projects and apprenticeship abroad under the Erasmus+ programme.

22. Please describe the aspects that could be further improved in your school.

The aspects that should be improved are student attendance and student motivation. We need to develop more effective procedures and strategies to deal with poor attendance and low motivation on the part of many of our students.

23. Other relevant information you feel it is important to share about your school.

D. THE PARTICIPANT CLASSES

1. Please identify the two classes that will participate in TRY project. (Refer to each class with the letter A and B, and indicate the degree and grade of each one.)

A Logistics technician, 1st grade

B IT technician, 1st grade

2. Please describe the general goals and structure of the degree of each class. (Please refer the name, main learning outcomes, major contents/disciplines per year, and working days/hours per week, for each degree.)

Logistics technician

main learning objectives:

planning and organising tasks related to the logistics processes in the supply chain

inventory management

warehouse management

waste management

planning and organising tasks related to the logistics processes in economic and administrative units

General learning outcome areas:

organisation and monitoring of the flow of resources and information in the production process

organisation and monitoring of the warehouse processes

organisation and monitoring of the distribution processes

organisation and monitoring of the transportation processes

organisation of technical means for the transportation processes

organisation and monitoring of the flow of resources and information in the economic units

organisation and monitoring of the flow of resources and information in the administrative units

Minimum number of hours of vocational education and training

Learning outcomes common to all professions and learning outcomes common to professions within the administration and service area constituting a foundation for training in a profession or group of professions

370 hours

Organisation and monitoring of the flow of resources and information in the processes of production, distribution and storage

420 hours

Management of the technical means for the transportation processes

310 hours

Organisation and monitoring of the flow of resources and information in organisational units

250 hours

IT technician

Learning objectives

1) assembly and operation of a computer and peripheral devices

2) design and setup of local computer networks, administration of these networks

3) designing and administration of databases

4) creation and administration of websites and internet applications

General learning outcome areas:

preparation of a computer workstation

using peripheral devices of a PC

repair of PC

design and setup of local computer networks

configuration of network devices

configuration of network operating systems

creation of websites

creation and administration of databases

creation of internet applications

Minimum no of hours of vocational education and training

Learning outcomes common to all professions and learning outcomes common to professions within the administration and service area constituting a foundation for training in a profession or group of professions

270 hours

assembly and operation of a computer and peripheral devices

360 hours

design and setup of local computer networks, administration of these networks

300hours

creation and administration of websites and databases

420 hours

3. How would you generically characterize each of these classes? (You may refer to aspects like success/failure in learning, behaviour, motivation, effort, initiative, cooperation, etc.)

Their results range from medium in vocational and science classes to low in humanities. Poor foreign language knowledge. Behaviour satisfactory, manners average, low self esteem, inhibited, average creativity and motivation, good relations and cooperation with each other and with the teachers

4. Describe the teachers of each of the participant classes. (Please refer to number, age, gender and qualifications of teachers of each class, A and B.)

Class A: 23 teachers (15 female, 8 male)

Class B: 25 teachers (15 female, 10 male)

Age: 82% 40-45 years old, 16% over 45 years old, 2% under 40 years old

Qualifications: all are fully qualified teachers with full teaching credentials, most are highly experienced

5. What are the educational resources offered to these classes (spaces, equipment, etc.).

The students learn and work in modern, well resourced classrooms and workshops with specialist teaching and learning materials. Classrooms are spacious, well-lit and comfortable. Most are newly refurbished and have all the necessary facilities, eg. TV's, LCD projectors, Internet access, interactive whitboards etc.

6. Are there mechanisms for the cooperation between the several teachers that work with each of the participant classes? And between the teachers of both classes? Please describe them.

Teacher subject teams. Teachers of a given subject or teachers of groups of subjects that are related form subject teams. The Headmaster appoints the leader of the subject team who manages the activities undertaken by the team. General objectives of a subject team include:

- organizing teacher cooperation to agree on ways to implement curricula, correlate the content of teaching for related subjects, and agree on decisions on the selection of curricula;
- updating curricula by taking into account the latest achievements of science and technology as well as changes in technology and organization of work and the needs and abilities of the students
- organizing intra-school professional development and methodological counseling for less experienced teachers and assigning them experienced consultants;
- jointly agreeing on the detailed criteria for assessing students and how to study learning outcomes;
- giving opinions on original, innovative and experimental teaching programs prepared at the school;
- giving opinions on the currently published textbooks and selecting the best to work with the student.

7. Please describe the relationship between teachers, teachers and students and between students in these classes.

There have been no major problems so far. The teachers are highly experienced and used to working together, they cooperate in an effective way. As far as the students are concerned, these are both first grades, so they are still getting to know each other but generally there are no problems. There have been some single discipline issues in both classes.

8. Please describe the students of each of the participant classes. (Please refer to number, age, gender and socioeconomic status of students of each class.)

Both classes: age 16-17, middle socioeconomic status (single cases of low and upper status)

9. What is the students' average success rate in each degree? (You may refer to average grades, failure rates, completion rates and post-graduation tracks and employability.)

There is no relevant data yet as they are in their first year. At this stage they seem like medium achievers (based on the end-of-term grades)

10. Please describe the aspects that contribute the most to a successful learning process in each participant class.

the commitment of the teachers, effective learning environment, high quality teaching aids and facilities, hands-on experience, variety of learning models, individual approach to each student, choice of relevant, meaningful and interesting teaching content from the students' point of view,

11. Please describe the needs and the aspects that could be further improved within each participant class.

attendance, foreign language skills, openness to new ideas, creativity, motivation, team work

12. Other relevant information you feel it is important to share about the participant classes.

A. GENERAL INFORMATION**1. Country**

Portugal

2. City

Marco de Canaveses

3. School Name

EPAMAC

B. NATIONAL EDUCATION SYSTEM**1. How is your national schooling system organised in terms of number of years?**

12

2. How is your national schooling system organised in terms of levels?

5

3. What is the compulsory education level in your country (in number of years and/or in age)?

12 years/18 years old

4. How is your national schooling system organised in terms of major education fields (ex: vocational, apprenticeship, regular schooling/high school)?

Regular schooling/high school

5. Is vocational education a common choice for students in your country? Please explain why.

Not yet although it has been increasing last years.

6. What would you say is usually the profile of the students that tend to enrol in vocational schools/courses?

Students interest in specific areas and that come looking for an alternative to common learning. Nevertheless nowadays, with compulsory learning, people come looking for "easy" learning.

7. Which of these student evaluation practices would you say are used in your country?

Standardised testing

8. Which are the public administration and government entities in charge of the education system in its several dimensions and components?

Education Ministry

9. Other relevant information you feel it is important to share about the education system in your country.

Students that tend to enrol in vocational schools/courses are students interest in specific areas and that come looking for an alternative to common learning. Nevertheless nowadays, with compulsory learning, people come looking for “easy” learning.

10. Please share some references of information about the education system in your country available in english.

Students that tend to enrol in vocational schools/courses are students interest in specific areas and that come looking for an alternative to common learning. Nevertheless nowadays, with compulsory learning, people come looking for “easy” learning.

C. YOUR SCHOOL

1. In what year did your school open?

1989

2. Is your school public or private?

Public

3. What is (are) your school's main funding

As it is a public school its main funding source is public although it has its own resources through activities developed and products produced (ex.wine, milk,...)

4. Is your school specialized in one or more training areas? Which one(s)?

Yes: tourism, agriculture and equine management

5. Which degrees does your school offer? (Please specify the number of years and grade level of each degree)?

Tourism, agriculture and equine management Technician. Also gardening (9th grade).

6. How many students are currently enrolled in your school?

Three hundred

7. Has this number changed in the last 10 years? In what way?

We had an increase during the last 6 years excluding this last year that is characterized for a decrease of the number of students (related to a school decision concerning the degrees offered)

8. What would you say is the socioeconomic profile of your current students? (Please refer to age, gender, and families' socioeconomic status and qualifications.)

Our school is located in a region that is one of the poorest in the North of Portugal with serious problems in the area of literacy and high rates of school leaving. We have students mostly between 15 and 19 years old, girls and boys, with low language skills. Their parents are young and with low qualifications, with financial problems (everything at our school is free), low culture levels. It's also important refer that some of the families are dysfunctional and where school is not a priority.

9. How many teachers currently work at your school?

Forty-five

10. What is the socioeconomic profile of your current teachers? (Please refer to age, gender, and main qualifications.)

Average age is about 45 years old, male and female and mostly with a degree level.

11. What is the average duration of classes in your school?

Three years old

12. Please describe how the classes are planned in your school. Who is involved in this planning?

Director and his team

13. Please describe the most common teaching methods used in your school.

Activities, events and projects where students are or should be the main actor.

14. What are the most common student evaluation practices used in your school?

Their role, performance, behaviour during activities, events, acquired skills, portfolios.

15. What is your students' average success rate? (You may refer to average grades, failure rates, completion rates and post-graduation tracks, and employability.)

Average Success rate: 90%;

Average Employability or Post Graduation: 80% (although not in the academic area).

16. Does your school cooperate regularly with other institutions for educational purposes? (Ex. NGOs, city hall, companies, other schools, etc.). Please, describe some examples.

Average Success rate: 90%;

Average Employability or Post Graduation: 80% (although not in the academic area).

17. How would you describe the involvement of the different school actors in the school management and education process?

It depends.

18. How would you describe the relationship between the school and the local community?

We cooperate a lot and very close with city hall, companies. Some of the projects are Internships

Events

19. Does the school have a written educational project? What are currently its main features?

Yes. The local community and labour market

20. What organizational assessment and improvement mechanisms are there in your school?

A team working Autoevaluation

21. Please describe the aspects that contribute the most to your school's success.

Practical teaching/training close to labour market

Close contact between students, teachers and parents.

22. Please describe the aspects that could be further improved in your school.

Some tools, facilities, the way some students and families look to teaching and school.

23. Other relevant information you feel it is important to share about your school.

The way parents see teaching and school in general

D. THE PARTICIPANT CLASSES**1. Please identify the two classes that will participate in TRY project. (Refer to each class with the letter A and B, and indicate the degree and grade of each one.)**

Class A - Degree in Environmental and Rural Tourism Technician– 10th grade

Class B – Degree in Agricultural Production Technician– 10th grade

2. Please describe the general goals and structure of the degree of each class. (Please refer the name, main learning outcomes, major contents/disciplines per year, and working days/hours per week, for each degree.)

Class A – Our main goal is to prepare students to labour market which means giving them tools at different levels: “to know- to be”, “to know- to do”. There are three main disciplines: Tourism and Management, Hospitality and Animation Techniques, Environment and Rural Development.

Concerning the main learning outcomes: the rural and environment tourism technician should execute accommodation services, organize events, develop and promote rural spaces.

Our students also have in each course year (3) opportunities of training at local and national enterprises. Classes are 9*45 minutes per day.

Class B – The current course has a very strong practical side where the disciplines of Mechanization, Transformation, Animal and Plant Production as well as curricular internships. Our students deal daily with real work situations that prepare them and facilitate entry into the world of work.

At the level of the distribution of hours, this reflects the needs of acquiring knowledge associated with the different disciplines, and it is important to emphasize the importance of the practical component, since it depends on the functioning of sectors that are fundamental for the development of the school.

3. How would you generically characterize each of these classes? (You may refer to aspects like success/failure in learning, behaviour, motivation, effort, initiative, cooperation, etc.)

Class A - Failure in learning and lack of motivation for some activities

Class B -Failure in learning and lack of motivation for some activities

4. Describe the teachers of each of the participant classes. (Please refer to number, age, gender and qualifications of teachers of each class, A and B.)

Class A - In this class there are a total of 11 teachers, with 35 years old average. Some teachers have experience with this kind of teaching.

Class B - In this class there are a total of 14 teachers, mostly with ages between 30 and 50 years old. Most teachers have experience in working in this type of schools what is a big help to deal with this kind of students and to achieve the main objectives.

5. What are the educational resources offered to these classes (spaces, equipment, etc.).

Classroom and a farm with lots of variety

6. Are there mechanisms for the cooperation between the several teachers that work with each of the participant classes? And between the teachers of both classes? Please describe them.

Yes, meetings at wednesdays

7. Please describe the relationship between teachers, teachers and students and between students in these classes.

Class A - In this class there are a total of 11 teachers, with 35 years old average. Some teachers have experience with this kind of teaching.

Class B - In this class there are a total of 14 teachers, mostly with ages between 30 and 50 years old. Most teachers have experience in working in this type of schools what is a big help to deal with this kind of students and to achieve the main objectives.

8. Please describe the students of each of the participant classes. (Please refer to number, age, gender and socioeconomic status of students of each class.)

Class A -18 students: 7 girls and 11 boys; with an average age of 16 years old, generally medium and/or low socioeconomic status

Class B -17 students; average age 16 years old; 14 boys and 3 girls, generally we classified the members of the class as low socioeconomic status.

9. What is the students' average success rate in each degree? (You may refer to average grades, failure rates, completion rates and post-graduation tracks and employability.)

Generally Average Success rate: 90%; Average Employability or Post Graduation: 80% (although not in the academic area).

However note that since these classes are in the 1st year degree, there is no sufficient data for a correct analysis of success or failure at this time.

10. Please describe the aspects that contribute the most to a successful learning process in each participant class.

Class A- Its visible that the field work and practical tasks are the most efficient way to get knowledge and results. It was also important to understand the value of teaching.

Class B-Its visible that the field work and practical tasks are the most efficient way to get knowledge and results, because of the characteristics of the students that compose the group.

11. Please describe the needs and the aspects that could be further improved within each participant class.

Class A and B - A stronger and better liaison between theoretical and practical subjects will allow a better knowledge and know-how. The implementation of interdisciplinary projects is also a way to improve the learning.

12. Other relevant information you feel it is important to share about the participant classes.

Note at the moment

A. GENERAL INFORMATION

1. Country

Romania

2. City

Cristuru-Secuiesc

3. School Name

Liceul Tehnologic Zeyk Domokos

B. NATIONAL EDUCATION SYSTEM

1. How is your national schooling system organised in terms of number of years?

Romanian national schooling system is organized from age 3 to 18 or 19. Nursery and kindergarten are optional; compulsory schooling starts at the age of 6.

2. How is your national schooling system organised in terms of levels?

Romanian national schooling system comprises: a.) preschool education including nursery school (age 0-3), kindergarten (age 3-6); b.) primary school including a preparatory school year and 4 years of primary school; c.) secondary school including 5 years of gymnasium (grades 5-9) and 3/4 years of high school or VET (grades 10-12/13), d.) professional education (between 6 months and 2 years); e.) non-university tertiary level; f.) university.

3. What is the compulsory education level in your country (in number of years and/or in age)?

The compulsory education level is 10th grade corresponding with the age of 16 or 17.

4. How is your national schooling system organised in terms of major education fields (ex: vocational, apprenticeship, regular schooling/high school)?

Theoretical, vocational and technical fields (grades 10-12/13).

5. Is vocational education a common choice for students in your country? Please explain why.

Vocational education is now supported by the Ministry of Education. Recently the number of students choosing VET has increased; however, this number is not enough still. Romanian schooling system did not have vocational education between 2009-2013, so it is difficult to make a change now.

6. What would you say is usually the profile of the students that tend to enrol in vocational schools/courses?

Students profile: 80% of the students are those that struggle with social or economic, geographical or ethnic difficulties. 20% are the ones that want to learn vocational education.

7. Which of these student evaluation practices would you say are used in your country?

assignments

8. Which are the public administration and government entities in charge of the education system in its several dimensions and components?

Management: Ministry of Education, School Inspectorate, the school itself

Funding: state, local government, own resources, the churches

Diploma: school, companies, NGO's with accreditation

9. Other relevant information you feel it is important to share about the education system in your country.

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10. Please share some references of information about the education system in your country available in english.

<http://www.edu.ro/>

<https://www.classbase.com/countries/Romania/Education-System>

C. YOUR SCHOOL

1. In what year did your school open?

2000

2. Is your school public or private?

Public

3. What is (are) your school's main funding

Mostly state funding, from the central government which is per capita and from the municipality. 70 % from the state, 25% from the local government, 5% from own resources, e.g. renting rooms.

4. Is your school specialized in one or more training areas? Which one(s)?

Mechanics, textile, woodworking, economics, trading, agriculture.

5. Which degrees does your school offer? (Please specify the number of years and grade level of each degree)?

Technician degree (4 years, 12th grade), baccalaureate degree (4 years, 12th grade), vocational degree (3 years, 11th grade).

6. How many students are currently enrolled in your school?

Currently there are 308 students.

7. Has this number changed in the last 10 years? In what way?

In 2000 there were 171 students, by 2005 there were 516 students and from then on this number has decreased.

8. What would you say is the socioeconomic profile of your current students? (Please refer to age, gender, and families' socioeconomic status and qualifications.)

Age: between 14-20, gender: girls and boys approximately similar in number; however certain fields are favoured more by one or other. Most of the families struggle with social or economic, geographical or ethnic difficulties. Many parents are uneducated.

9. How many teachers currently work at your school?

18 teachers hold titular positions; with those who are temporarily assigned here, there are 20-22 teachers.

10. What is the socioeconomic profile of your current teachers? (Please refer to age, gender, and main qualifications.)

Male and female in almost equal number; age: between 30-62; qualification: university diploma.

11. What is the average duration of classes in your school?

3 years of vocational education, 4 years of high school. Students who finish vocational school have the possibility to enrol in high school for 2 more years and get a baccalaureate degree.

12. Please describe how the classes are planned in your school. Who is involved in this planning?

First a survey is made at local level taking into account demands, possibilities, parents' opinion and entrepreneurs' needs. The Pedagogical Council, School Inspectorate, Leadership Council, parents, students and entrepreneurs are all involved in the planning.

13. Please describe the most common teaching methods used in your school.

Rather student-centred teaching, including lecturing, discussion, demonstration, non-formal education, group activities, pair work, active learning. It focuses on both theory and practise.

14. What are the most common student evaluation practices used in your school?

Grading, standard testing, portfolios, competences based evaluation, assignments depending on the field.

15. What is your students' average success rate? (You may refer to average grades, failure rates, completion rates and post-graduation tracks, and employability.)

Students have average rates in general, few students fail and have to repeat the class, but most of them learn the topic, and get a diploma. They nevertheless have a problem in earning a baccalaureate diploma since most of them fail or do not even turn up to the exam. However, their employability is still good since they are trained quite well in certain fields.

16. Does your school cooperate regularly with other institutions for educational purposes? (Ex. NGOs, city hall, companies, other schools, etc.). Please, describe some examples.

Our school regularly cooperates with NGO's, municipality, companies, museum, foreign schools, etc. We have numerous projects with Hungarian school but also with schools from other countries. We are annually present at the Christmas Market organized by the City Hall; our students design and make different products which they sell on Christmas Market. We also take part in the Night of the Museum program every year with different workshops.

17. How would you describe the involvement of the different school actors in the school management and education process?

The proposal of the Class Council (presided by the class tutor), is approved by the

Pedagogical Council (presided by the director), then by the Leadership Council which is formed by the representatives of the teachers, City Council, entrepreneurs, parents, students and syndicate. The decision taken is followed by a decree implemented by the director.

18. How would you describe the relationship between the school and the local community?

The school and the local community have good relationship. The school cooperates with the local government (which provides us the school building and funding), entrepreneurs, youth organizations, parents, local police, and different churches. We have different common programs with the above mentioned organizations, local events.

19. Does the school have a written educational project? What are currently its main features?

The School's Action Plan (PAS). This is a 10 year plan, actualized yearly, and taking into account the regional and local education plan. At the beginning of every year we prepare a short-term plan as well (annual); this is called Operational Plan, revised yearly.

20. What organizational assessment and improvement mechanisms are there in your school?

Semi-annually we prepare the Analysis of the State of Education at the school, which is communicated to the Pedagogical Council and approved by the Leadership Council. Based on this analysis, an improvement plan is made. Besides this, the staff is evaluated based on their self-evaluation and report; this is approved by the Leadership Council.

21. Please describe the aspects that contribute the most to your school's success.

The main emphasis is on vocational training. We have very good relationship with the entrepreneurs, many foreign school partners and lots of projects. We also had successes on local, national and international competitions (e.g. last year's 1st prize at the SkillsHungary contest).

22. Please describe the aspects that could be further improved in your school.

Renewal of workshop equipment. We don't have specialized books in native language, only some old, outdated ones.

23. Other relevant information you feel it is important to share about your school.

-

D. THE PARTICIPANT CLASSES

1. Please identify the two classes that will participate in TRY project. (Refer to each class with the letter A and B, and indicate the degree and grade of each one.)

Class gM - degree in Mechanics, 9th grade; Class gC - degree in Commerce, 9th grade

2. Please describe the general goals and structure of the degree of each class. (Please refer the name, main learning outcomes, major contents/disciplines per year, and working days/hours per week, for each degree.)

Class gM - degree in Mechanics, 9th grade. Main learning contents: sketching the

mechanical pieces, performing operations by general locksmith operations, car body mounting. Working hours: 9 per week. Practical training: 5 weeks/6 hours a day=150 hours.

Class gC - degree in Commerce, 9th grade. Main learning contents: basis of accounting, enterprise economy, the quality of products. Working hours: 9 per week. Practical training: 5 weeks/6 hours a day=150 hours.

3. How would you generically characterize each of these classes? (You may refer to aspects like success/failure in learning, behaviour, motivation, effort, initiative, cooperation, etc.)

Students have average rates in general, few students fail and have to repeat the class. Students show more interest in practical classes than theoretical subjects. They are quite cooperative, especially when it comes about doing special activities that are not ordinary.

4. Describe the teachers of each of the participant classes. (Please refer to number, age, gender and qualifications of teachers of each class, A and B.)

Class gM: number of teachers: 15; age between 30-57; qualification: university diploma. Class gC: number of teachers: 13; age between 30-53; qualification: university diploma.

5. What are the educational resources offered to these classes (spaces, equipment, etc.).

Both classes have their own classrooms; they are also provided workshops. Both classes use the gym and they also practise at different companies in the city.

6. Are there mechanisms for the cooperation between the several teachers that work with each of the participant classes? And between the teachers of both classes? Please describe them.

The several teachers of a certain class form the Class Council (presided by the class tutor), while all the teachers form the Pedagogical Council (presided by the director). The teachers, therefore, can communicate on official level, but they also continuously communicate unofficially.

7. Please describe the relationship between teachers, teachers and students and between students in these classes.

The teachers are always ready to communicate with other teachers or with students. The relationship between the teachers is quite strong. The students are also open to communication. They often turn to teachers whenever they have problems. The students communicate a lot among each other; they know each other's problems and interests.

8. Please describe the students of each of the participant classes. (Please refer to number, age, gender and socioeconomic status of students of each class.)

Class gM - students, average age 15 - middle socioeconomic status; Class gC - student, average age 15 - rather low socioeconomic status.

9. What is the students' average success rate in each degree? (You may refer to average grades, failure rates, completion rates and post-graduation tracks and employability.)

Students have average rates in general, few students fail and have to repeat the class, but most of them learn the topic, and get a diploma. They nevertheless have a problem in earning a baccalaureate diploma since most of them fail or do not even

turn up to the exam. However, their employability is still good since they are trained quite well in certain fields.

10. Please describe the aspects that contribute the most to a successful learning process in each participant class.

The main emphasis is on vocational training; students like practical classes. The classes are also involved in different local events, e.g. Christmas Market. The school cooperates with the local government (which provides us the school building and funding), entrepreneurs, youth organizations, parents, local police, and other organizations.

11. Please describe the needs and the aspects that could be further improved within each participant class.

Renewal of workshop equipment. We don't have specialized books in native language, only some old, outdated ones.

12. Other relevant information you feel it is important to share about the participant classes.

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VET in Poland

Vocational education and training (VET) has three governance levels: national (ministries), regional (school superintendents, mainly in pedagogical supervision) and county (governing schools). The Ministry of National Education is in charge of VET policy at secondary level, supported by other ministries responsible for particular occupations. The Ministry of Science and Higher Education is responsible for higher VET. Social partners advise policy-makers on necessary changes in VET.

Since September 2017 the Polish education system has been undergoing substantial restructuring, which will be finalised in the 2022/23 school year. Key elements of the reform include: restructuring the current six- year primary education into eight years, divided into two four-year programmes (basic and lower secondary level); phasing out the lower secondary school (*gimnazjum*), and extending the general upper secondary school (four instead of three years) and the technical upper secondary school (five instead of four); and introducing a two-level 'sectoral vocational school'.

VET is provided at upper secondary and post-secondary levels that are mainly school-based. Upper secondary programmes combine general and vocational education. Learners can acquire vocational qualifications in the following:

- three-year sectoral programmes (*szkoły branżowe I stopnia*, ISCED 353). Graduates can enrol in general education programmes bridging VET and higher education. For graduates of these programmes, the reform foresees introduction of new two-year programmes that will give access to tertiary education from 2020/21;
- five-year upper secondary technical programmes (*technika*, ISCED 354). Graduates can also acquire an upper secondary school leaving certificate (*matura*) giving access to tertiary education;
- three-year special job training programmes (*szkoły specjalne przysposabiające do pracy*, ISCED 243) for learners with special education needs (SEN), leading to a certificate of job training;
- work preparation classes, available for SEN learners already at lower secondary level in primary schools at age 15 and above (*oddziały przysposabiające do pracy*, ISCED243).

At post-secondary non-tertiary level, vocational qualifications can be acquired in one- to two-and-a-half-year school-based programmes (*szkoły policealne*, ISCED 453). These programmes are strictly vocational and do not include general education. Basic or upper secondary education is required to enrol.

Work-based learning (WBL) is compulsory for all VET- oriented programmes. WBL takes place in school workshops, at continuing education centres, practical training centres, as contract-based practical training organised by an employer and as in-company training from 4 to 12 weeks, depending on the occupation. The last of these is compulsory for upper secondary technical and post-secondary VET programmes.

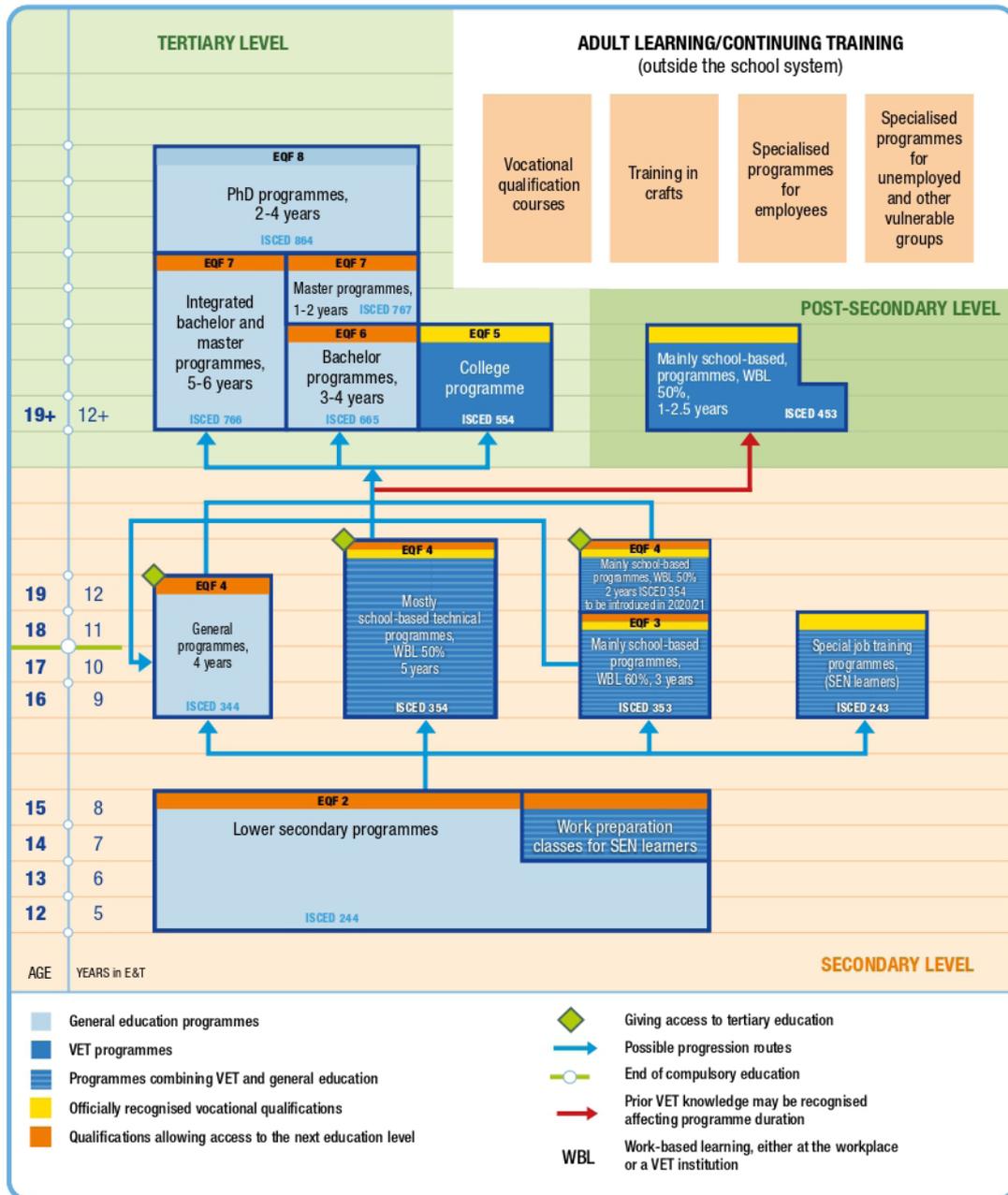
Adult learning and CVET

Adult learning and continuing VET is available in continuing education centres, practical training centres, further training and professional development centres, and initial VET schools.

These offer:

- vocational qualification courses based on curricula for a qualification in a given occupation; learners can take the State vocational examination and attain a vocational qualification certificate;
- vocational skills courses based on the core VET curriculum, including learning outcomes for a qualification or common learning outcomes for all occupations;
- minimum 30-hour general skills courses based on the general education curriculum;
- courses for juvenile employees in the crafts sector.

Adults, including the unemployed, may also undertake vocational training through courses provided by training companies and other non-formal education institutions. Since 2016, qualifications based on the curricula of such courses can be included in the national qualifications framework.



NB: ISCED-P 2011.

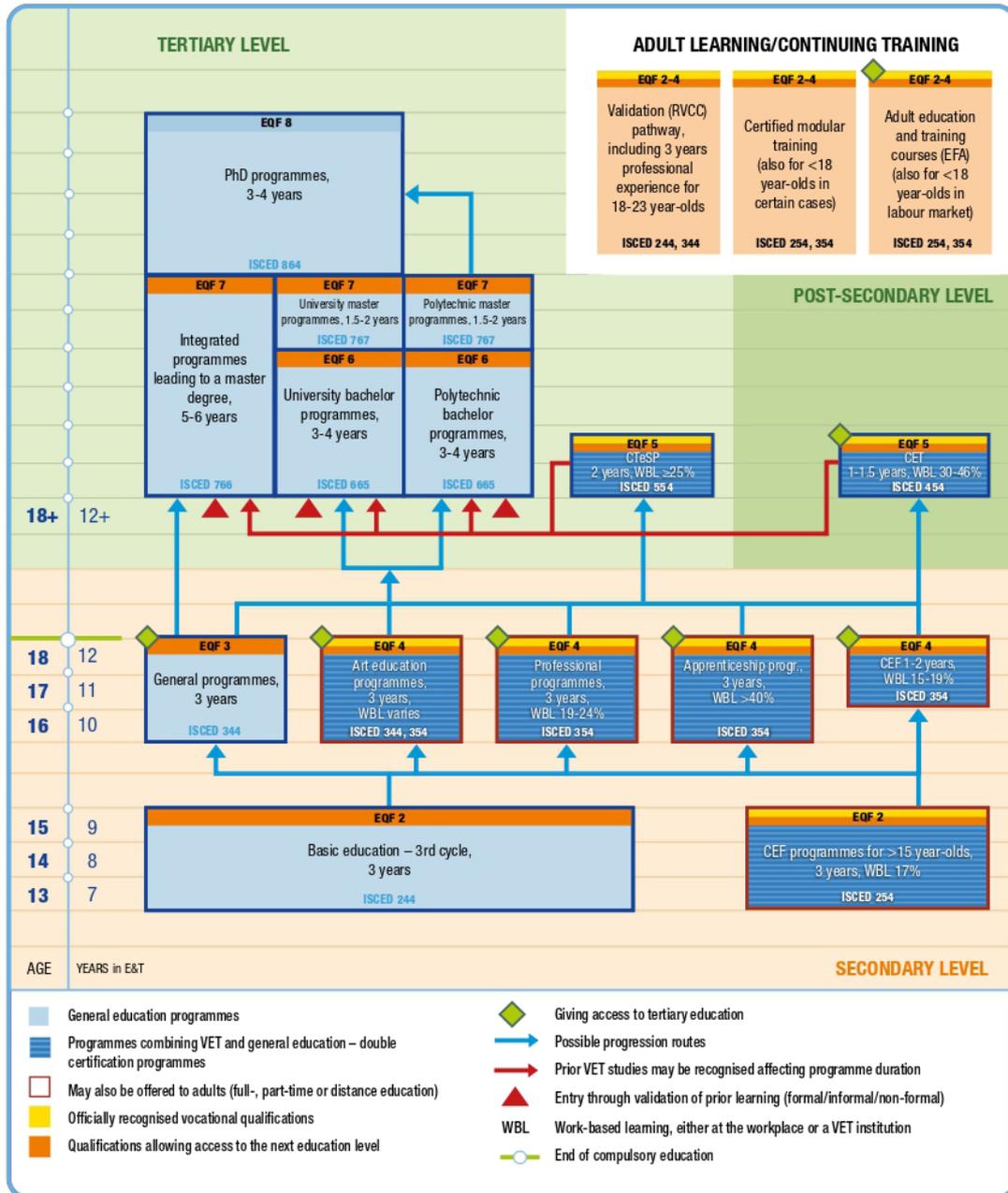
Source: Cedefop and ReferNet Poland.

VET in Portugal

Vocational education and training (VET) is under the remit of the ministries of education and labour. The national qualification system (*Sistema Nacional de Qualificações*, SNQ) reorganised VET into a single system. It ensures scholarly and professional progression of citizens through a double certification training, comprising the national catalogue of qualifications (*Catalogo Nacional de Qualificações*, CNQ), and the recognition of prior learning (recognition, validation and certification of competences, RVCC).

Permeability between general and VET programmes is ensured. Young people can choose among different types of VET programme, provided that they meet admission requirements in terms of age and education achieved. All VET programmes grant double certification: an education certificate and a professional qualification. Apart from those at lower secondary level, VET programmes combine general education, science and technological training with work-based learning (WBL). The main VET programme types are:

- at lower secondary level, education and training programmes for young people (CEF, ISCED 254; EQF 2) are school-based and include practical training. They target those aged 15+ who completed the first cycle of basic education (four years) and who are at risk of early leaving. Progression is possible to upper secondary education;
 - at upper secondary level, VET programmes (ISCED 354, EQF 4) lead to employment or further studies, including higher education. School-based VET programmes are:
 - three-year vocational programmes (nationally referred to as professional);
 - one- to two-year CEF programmes;
 - three-year art education programmes;
 - apprenticeship programmes are for young people up to age 25. Programmes include 40% WBL. A training contract between the apprentice and the enterprise (training provider) must be signed;
 - at post-secondary level, technological specialisation programmes (CET, ISCED 454; EQF 5) last from one to one-and-a-half years and incorporate 30% to 46% WBL. Through agreements with higher tertiary institutions CET graduates are credited up to 90 ECTS points.
- at tertiary level, two-year high professional technical courses (CTeSP, ISCED 554; EQF 5) are offered by polytechnics (internship lasting at least 25% of study time). Graduates are credited 120 ECTS points and receive a high-level technician diploma.
- Over the past decade, policy developments have aimed at upskilling adults by offering the following programmes:
- adult education and training programmes (EFA, ISCED 254 and 354) are training schemes for learners who want to complete lower or upper secondary education and/or obtain a professional qualification at EQF 2 to 4;
 - certified modular training is based on short-term training units (UFCD) and allows learners to select an individual learning path. Some of these learning paths can lead to a double certification at EQF 2 to 4.
 - RVCC (ISCED 244, 344) is a process based on the lifelong learning (LLL) principle, which comprises the identification of formal, non-formal and informal competences developed throughout a lifetime. The two RVCC paths (academic and professional) can lead to either a lower or upper secondary education certificate at EQF 2 to 4 or a professional qualification. Adults lacking competences required for a qualification are guided to relevant training programmes to acquire them.



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Portugal.

VET in Romania

Vocational education and training (VET) is provided at upper secondary and post-secondary levels. The first two years of upper secondary education are compulsory for all learners. To enrol in upper secondary education and training, including VET (grade 9), learners need to present grades from national exams in mathematics and the Romanian language, a lower secondary diploma and a final mark transcript for all subjects. Some VET schools also have entry exams. To enrol in tertiary education, all upper secondary graduates need to pass baccalaureate exams.

Initial VET is under the responsibility of the Ministry of National Education. The National Centre for TVET Development coordinates the creation of training standards for qualifications validated by sectoral committees (coordinated by the National Authority for Qualifications) and approved by the ministry. Social partners participate in the committees and support VET implementation. Continuing VET development is under the responsibility of the Ministry of Labour and Social Justice.

Initial VET

At upper secondary level there are:

- three-year school-based programmes (ISCED 352), providing graduates with a professional qualification at EQF level 3 (such as cook). Programmes are offered by 'professional schools', cooperating with employers which provide compulsory in-company training for learners as part of work-based learning (WBL). WBL is also offered in schools, with average share of 50% per programme. Learners who interrupted their studies after completing lower secondary education may enrol in the programmes until age 26, free of charge. Since 2017/18, a dual form of VET has also been available, provided at the request of companies that participate in training provision. The share of learners in dual VET is 1.5% of the total VET population at upper secondary level. The programmes open access to the labour market. Graduates can also enrol in the third year of EQF level 4 technological programmes;
- four-year technological programmes (ISCED 354) offering graduates an upper secondary school leaving diploma and the EQF level 4 'technician' qualification in services, natural resources, environmental protection and technical study

fields (such as technician in gastronomy). The programmes are provided by technological high schools and sometimes by colleges. The WBL share is 25%. After completing compulsory education, learners may opt out and enrol in a short VET programme (ISCED 352) offering a professional qualification only;

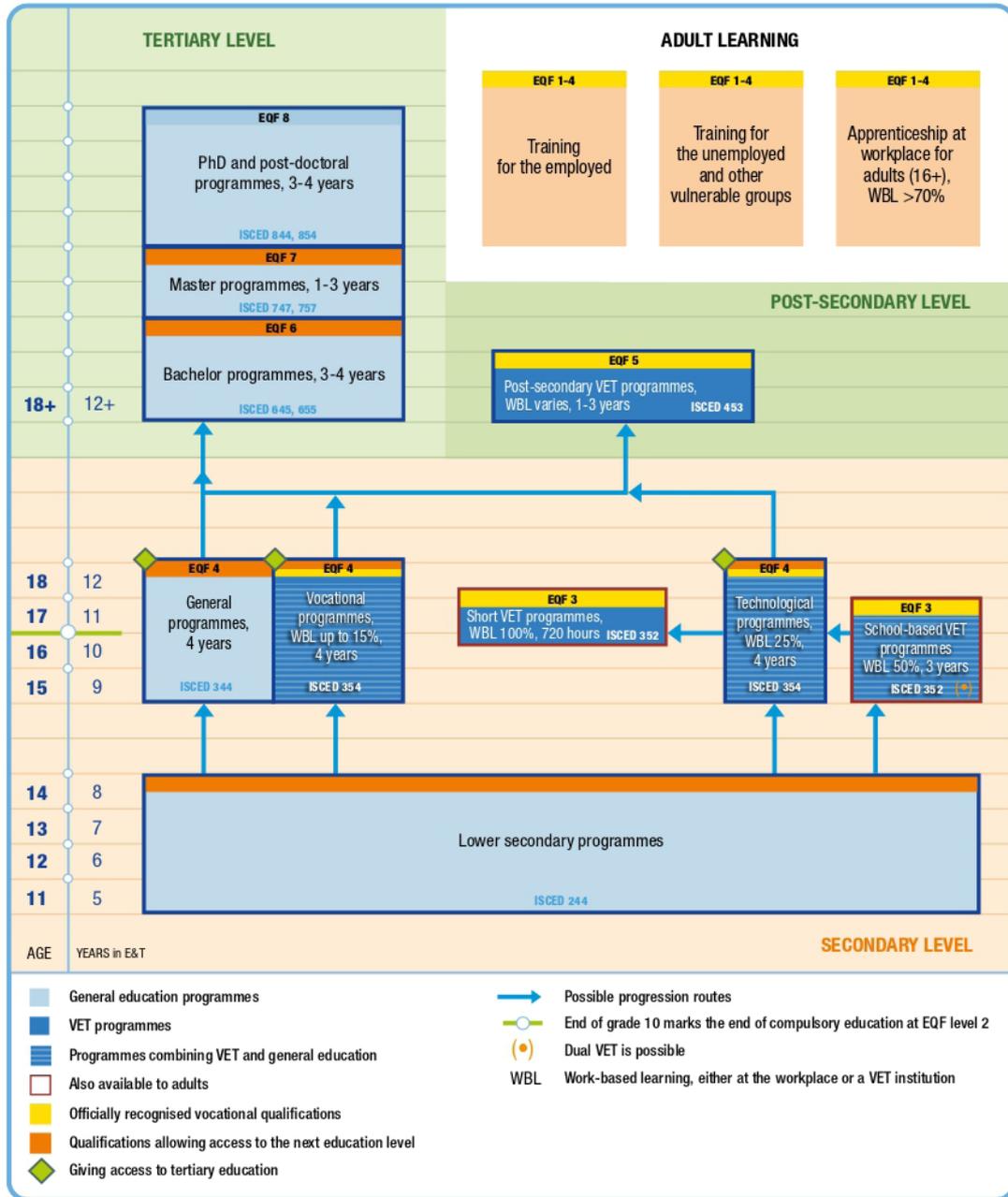
- short programmes (ISCED 352), providing learners who completed two years of a technological programme (completed grade 10) with a professional qualification at EQF level 3 (such as cook) via 720 hours of work-based learning. The programmes are coordinated by VET schools and are provided mainly by employers. Young and adult early leavers from education and training can also access these programmes after completing a second chance programme;
- four-year vocational programmes (ISCED 354, EQF level 4), providing graduates with a professional qualification in military, theology, sports, arts and pedagogy as well as with an upper secondary school leaving diploma. These programmes are provided by colleges and the share of WBL is up to 15%.

Post-secondary VET provides one- to three-year higher VET programmes (ISCED 453), leading to a professional qualification at EQF level 5 (such as optician); they are organised by technological schools or colleges/universities at the request of companies or based on learner interest. They provide secondary school graduates with an opportunity to advance in their qualifications (such as nursing and pharmacy technician).

Continuing VET

Adult vocational training is offered by authorised private and public providers considering the needs of employers and basic skills needs of adults.

One- to three-year continuing 'apprenticeship at workplace' programmes have been managed by the public employment service since 2005. They offer adults (16+) without prior VET experience the chance to acquire a professional qualification at EQF levels 1 to 4, leading to nationally recognised qualification certificate of the same value as in initial VET. Theory and practical training (WBL at least 70%) is provided mainly by companies, in cooperation with authorised professional training providers.



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Romania.

ANNEX 3
PARTICIPANT OBSERVATION GUIDE

In participant observation you will be involved in a variety of activities as a participant and you should be able to take notes about what you observed during the activities (if it does not disturb the development of the activity) or immediately after the activity.

In order to support your note taking, here are some suggestions of the information you should register (either as bullet points, short notes, or more detailed description, depending on the relevance of what is being observed, bearing in mind the research questions and the proposed specific dimensions to look into):

1. ACTIVITY
2. PLACE
3. DATE AND TIME
4. DURATION
5. PEOPLE IN CHARGE OF THE ACTIVITY
6. PEOPLE INVOLVED IN THE ACTIVITY
7. TOPIC/S ADDRESSED
8. ACTIVITY GOALS
9. STRUCTURE OF THE ACTIVITY
10. METHODS USED
11. ADJUSTMENTS TO THE ACTIVITY
12. ACTIVITY RESULTS
13. GENERAL ATTITUDE OF THE PEOPLE IN CHARGE OF THE ACTIVITY
14. CONCEPTUAL GRASP OF THE PEOPLE IN CHARGE OF THE ACTIVITY
15. RELATIONSHIP BETWEEN THE PEOPLE IN CHARGE OF THE ACTIVITY AND THE PEOPLE INVOLVED IN IT
16. GENERAL ATTITUDE OF THE PEOPLE INVOLVED IN THE ACTIVITY
17. GROUP DYNAMIC OF THE PEOPLE INVOLVED IN THE ACTIVITY
18. MOTIVATION FOR LEARNING OF THE PEOPLE INVOLVED IN THE ACTIVITY
19. LEARNING OUTCOMES FROM THE ACTIVITY
20. OTHER RELEVANT OBSERVATIONS

ANNEX 4
INDIVIDUAL INTERVIEWS GUIDE

Semi-structured interviews sit halfway between a structured survey and an unstructured conversation.

Semi-structured interviews are particularly useful for collecting information on people's ideas, opinions, or experiences. They are often used during needs assessment, program design or evaluation. Semi-structured interviews should not be used to collect numerical information.

Ethical issues

Although it might seem like you're just sitting down to have a chat with some stakeholders, a semi-structured interview is actually a research tool and so you need to consider the ethical implications. You should always ask for informed consent and explain the purpose of the interview and how the information will be used. In some cases the consent could be done verbally, and in other cases you may need to have written consent.

You also need to consider who will be doing the interview (including if there is a translator), and whether they are suitable for the topic being discussed. It also wouldn't be appropriate to have field staff interview participants about the effectiveness of the activities they run, as the participants may feel pressure to give positive answers.

Prepare an interview guide

By definition, a semi-structured interview needs to have some structure, although that structure should be flexible. This flexible structure is normally provided by an interview guide that lists the key questions for the interview. The interviewer is normally free to add questions or change the order if necessary. When preparing an interview guide:

Write the interview questions in the local language first

If you're a native English speaker, it can be tempting to write the interview questions in English first and then translate them into the local language (either in advance or during the interview). This can lead to a whole range of misunderstandings and confusion that could make your interview results useless. Where possible write the questions in the local language first and then translate them into English or another language.

Include space for demographic information

It's helpful to include some space at the start of the interview guide to record key demographic information about the interviewee. This could include their sex, age, position, location, and their name (unless the interview is confidential). This information will be helpful during the analysis and report writing later on.

Use open ended questions

The purpose of an interview is to understand people's ideas, opinions and experiences. These are best captured using questions that don't have a fixed set of answers, such as "What are your views on X?" or "How do you feel about Y?". If you find yourself writing multiple choice questions then reconsider whether you should actually be doing a survey.

Provide a section for the interviewer's observations and opinions

One of the most common problems with semi-structured interviews done by program staff is that the interviewer mixes in their personal opinions when they are taking notes. Sometimes it can be difficult to tell what the real opinion of the interviewee was compared to the interviewer. One of the best ways to prevent this is to provide a separate space at the end of the form where the interviewer can put their own subjective opinions (e.g. "the chief was present so I don't think she gave accurate answers", "I think the reason she said the activity wasn't useful is because lunch wasn't provided").

Test the guide and train the interviewers

Make a pre-test to make sure your interview guide works in practice. Pre-testing can also be used as an opportunity for training the interviewers. It's usually better to train them using real interviews, rather than just running through the questions together at the office.

Listen to the answers and ask follow-up questions

When you're conducting an interview one of the most important skills is to listen to the interviewee's answers closely. You can then use the answers to ask follow-up questions in order to get more useful information.

This can be one of the most difficult skills for field staff to learn. It can be useful to include some suggested follow-up questions in the interview guide. The most common follow-up questions should become obvious during the pre-testing.

Record key quotes word-for-word

In an ideal world, every interviewer would be equipped with a voice recorder to record the whole interview. The whole interview would then be transcribed in the original language before being analysed.

In reality, there isn't enough time to transcribe whole interviews. Often the interviewer just takes hand written notes on the interview guide form. However, one of the dangers of this is that the original "voice" of the interviewee will be lost.

So even if the interviewer is handwriting notes during the interview, it's still very important to try and write the key quotes word-for-word *in the language they were said in*.

Use the results to write contrasting stories or identify common themes

There are two basic ways to analyse and report interview data – you can use it to write stories or to identify common themes.

Writing stories is particularly useful when you're doing an evaluation. Use the interviews to identify people who have different ideas about how successful the program was. For example, in a micro-enterprise program find one person whose business was very successful, one who had a moderately successful business, and one whose business failed. Then use the interviews to tell their individual stories, including direct quotes from them.

The alternative method is to have a group of people look at all the interviews to identify the common themes. A common theme is something that is said repeatedly by different interviewees. For example, in a training program many people might have said that the training sessions are too long. This would be a theme. Once you've identified all the themes you can describe them in your report.

*Edited at 02/04/2018, adapted from: Tools4dev (2014) "How to do semi structured interviews". In *Practical tools for international development*.

Interview guide structure

This interview guide will be the basis of semi-structured interviews to conduct to

GENERAL GOAL OF THIS INTERVIEW:		
SECTIONS/THEMES	SPECIFIC GOAL	FORM OF QUESTIONS / ASPECTS TO BE ADDRESSED
INTRODUCERS	<ul style="list-style-type: none"> - Explain to the interviewee the purpose of the interview. - Explain and ensure ethical issues. 	<ul style="list-style-type: none"> - Purpose of the interview. - Confidentiality of data.
SECTION 1 THEME 1	SPECIFIC GOAL 1	<ul style="list-style-type: none"> - Question X - Question Y - Question Z
SECTION 2 THEME 2	SPECIFIC GOAL 2	<ul style="list-style-type: none"> - Question X - Question Y - Question Z
SECTION 3 THEME 3	SPECIFIC GOAL 3	<ul style="list-style-type: none"> - Question X - Question Y - Question Z
SECTION 4 THEME 4	SPECIFIC GOAL 4	<ul style="list-style-type: none"> - Question X - Question Y - Question Z
CONCLUSION	Thank the availability of the interviewee.	

ANNEX 5
FOCUS GROUPS GUIDE

A focus group is a conversation in a small group where it is possible to collect insights from participants regarding a certain topic, going deeper than when people answer to a questionnaire. The interaction among participants in the same group allows to understand the complexity of certain issues, better than when analysed separately.

DEFINING A FOCUS GROUP:

A focus group is a small group of six to ten people led through an open discussion by a neutral and inclusive moderator. The group needs to be large enough to generate rich discussion but not so large that some participants are not involved.

The moderator's goal is to generate a maximum number of different ideas and opinions from as many different people in the time allotted. Therefore he/she takes care for a safe and comfortable environment where all participants know that the conversation is confidential.

The ideal amount of time to set aside for a focus group is anywhere from 45 to 90 minutes (beyond this time it becomes ineffective)

Focus groups are structured around a set of carefully predetermined questions – usually no more than 6 – but the discussion is free-flowing. Ideally, participant comments will stimulate and influence the thinking and sharing of others.

It takes more than one focus group on any one topic to produce valid results – usually three or four. You'll know you've conducted enough groups (with the same set of questions) when you're not hearing anything new anymore, i.e. you've reached a point of saturation.

UNDERSTANDING THE DESIGN OF FOCUS GROUP QUESTIONS:

Focus group questions should not be more than 10, ideally 6 and there are some important considerations that you should be aware when being a moderator that will clarify the reason of the focus group questions:

- Questions are short and to the point, avoiding different possible interpretations and ambiguous words
- Questions should not be embarrassing or harmful for participants
- Avoiding polarization of answers („yes" or „no" answers that don't give much information)
- Questions follow a specific order to promote participation and collect information, such as 1) Engagement questions (to introduce participants to and make them comfortable with the topic of discussion); 2) Exploration questions: get to the "meat" of the discussion; 3) Exit question: check to see if anything was missed in the discussion.

Focus group discussions should be recorded in audio or video, so the information collected can be accessed and analysed later on. It is advisable to have two different devices recording the same session to assure a better audio quality and avoid unexpected accidents. Always check the batteries of the devices prior to the sessions. Along with the moderator, you can also have an observer that can take notes during the session related to non-verbal behaviours and advise the moderator about key ideas to be explored further.

BASIC STRUCTURE FOR A FOCUS GROUP¹:

a) **WELCOME**

Thanks for agreeing to be part of the focus group. We appreciate your willingness to participate.

b) **INTRODUCTIONS** Moderator; assistant moderator

c) **PURPOSE OF FOCUS GROUPS**

[Project presentation and moderator presentation]

The reason we are having these focus groups is to find out_____. [relate to specific research question(s) and/or research dimension(s)]

We need your input and want you to share your honest and open thoughts with us.

d) **GROUND RULES**

WE WANT YOU TO DO THE TALKING. We would like everyone to participate. I may call on you if I haven't heard from you in a while.

THERE ARE NO RIGHT OR WRONG ANSWERS Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions.

WHAT IS SAID IN THIS ROOM STAYS HERE We want folks to feel comfortable sharing when sensitive issues come up.

WE WILL BE TAPE RECORDING THE GROUP We want to capture everything you have to say. We don't identify anyone by name in our report. You will remain anonymous.

The focus group moderator has a responsibility to adequately cover all prepared questions within the time allotted. S/he also has a responsibility to get all participants to talk and fully explain their answers. Some helpful probes include:

"Can you talk about that more?"

"Help me understand what you mean"

"Can you give an example?"

It is good moderator practice to paraphrase and summarize long, complex or ambiguous comments. It demonstrates active listening and clarifies the comment for everyone in the group.

A moderator must tactfully deal with challenging participants. Here are some appropriate strategies:

Self-appointed experts: "Thank you. What do other people think?"

The dominator: "Let's have some other comments."

The rambler: Stop eye contact; look at your watch; jump in at their inhale.

The shy participant: Make eye contact; call on them; smile at them.

The participant who talks very quietly: Ask them to repeat their response more loudly.

When the focus groups ends, the moderator thanks everyone and after all participants leave the room, he/she check the tape to stop it and make notes to avoid memory losses.

¹ Edited at 02/04/2018, adapted from "Guidelines for conducting a focus group", 2005 Copyright © Eliot & Associates and „Social capital impact from learning mobility - focus groups guidelines", RED project, 2014

ANNEX 6
SCHOOL ASSEMBLIES AND DEBATES GUIDE

An assembly or debate is when the school community, or a part of it, meets together to share aspects of life that are of worth. It acts as a medium for communicating, debating and deliberating on matters of significance to the whole school community.

Within this phase of the project, some interesting topics to be proposed for discussing within these participatory moments could be:

How engaged and autonomous are we in the school life?

How do I prefer to have learning taking place?

What would I like to take out from school during and after the learning process?

Am I interested about how democratic and sustainable is the school management?

Other (bearing in mind the research questions and the proposed specific dimensions to look into)...

Some principles should be taken into consideration when organising these assemblies or debates:

- Transparency
- Horizontality
- Participation
- Inclusion
- Respect
- Listening
- Response

In practice, this means an assembly or debate should involve all interested parties, define one or two moderators who should focus solely in managing people's participation, make the goals and expected outcomes clear for everybody, allow room for everyone to participate freely, make sure it is not finished without sharing back and validating with the whole group of participants what are the concrete results of the assembly or debate.

ANNEX 7
ACTIVITIES' TYPE AND STRUCTURE,
AND SESSION OUTLINE

The third phase of the study will be dedicated to a testing of the hypothesis inherent to the project's diagnosis, assumption and goals, which is that bringing in non formal education methods and approach will foster students' and educational community's **engagement, initiative, and autonomy**.

During this phase, the educational intervention data to be developed must be in line with the non formal education approach, based on its principles and characteristics, with structured sessions and a register of feedback from this implementation must be kept - it is important to collect the feedback of teachers and students as well as from the NGOs, so you can have an impact perspective on the use of non formal education as an approach in the context of VET Schools.

For the implementation of methods in TRY project, please make sure to read the "Ethical considerations" in chapter 7 of Phase 2 guidelines (this chapter informs and reminds all the actors of extremely important considerations such as voluntary participation, confidentiality and data privacy that need to be assured, informed and validated by all participants and in no case have harmful consequences for those involved).

Whenever possible and ethically grounded, the foreseen research activities could be targeted by media coverage, so that some footage for the documentary is also collected.

Proposed educational activities

Based on the experience of the NGO and using educational references and materials, at least the following type of activities should be developed:

1. Cooperation activity

An experiential activity that promotes the cooperation amongst the participants, allowing room for reflection about how to cooperate.

2. Content related

An experiential activity that allows to develop competences in a course topic.

3. Learning Assessment

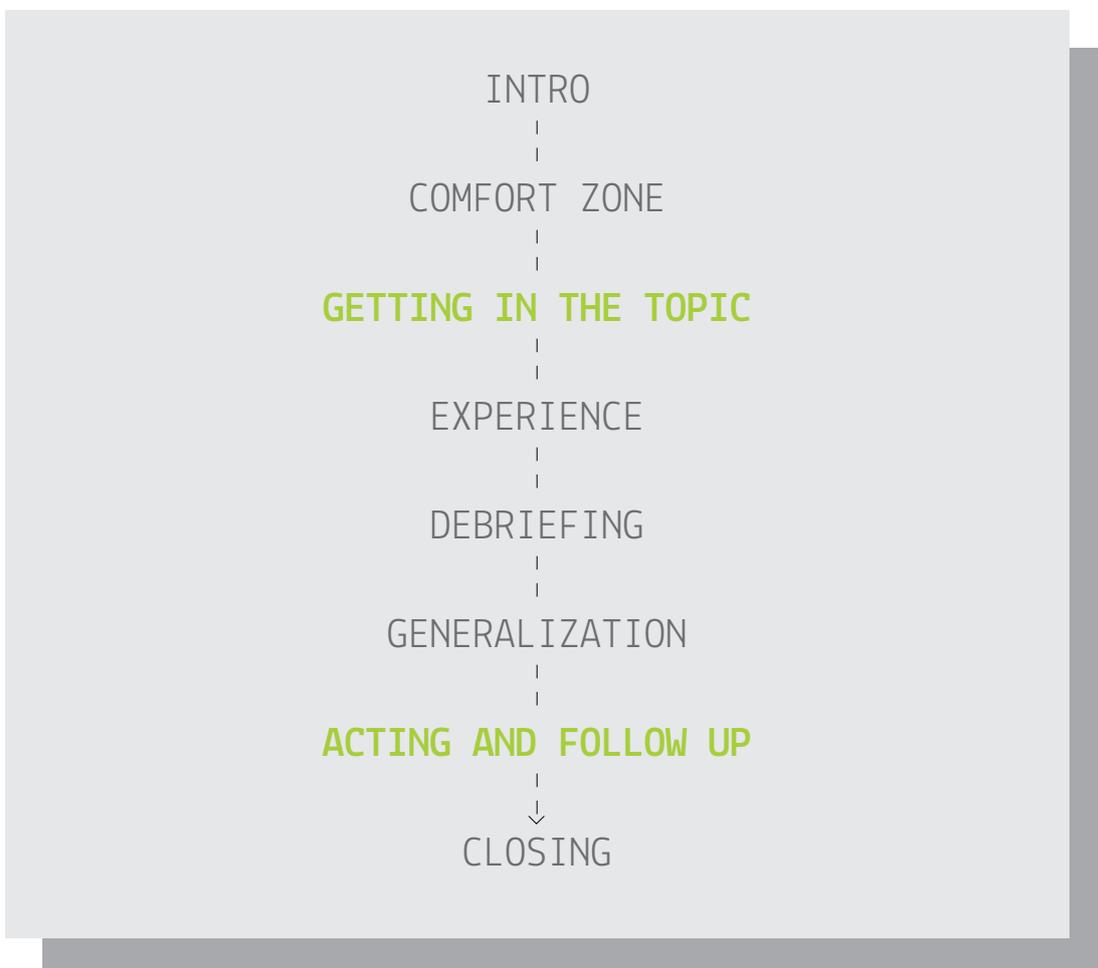
An experiential activity that allows room to reflect about learning takes place.

4. School activity

An experiential activity that involves all different school actors and addresses the whole school and how it works as a topic.

The educational activities should be developed following a basic structure, as proposed bellow:

ACTIVITIES' STRUCTURE ■



+ SESSION OUTLINE

In order to keep the necessary record of the sessions, a session outline such as presented below should be used for the implementation of each activity / session.

SESSION OUTLINE			
SESSION			
DATE AND TIME			
CONTENTS, OBJECTIVES AND EXPECTED RESULTS	-		
PLAN STEP BY STEP	STRUCTURE	DURATION	FROM -TO
	1) INTRO		
	2) CREATING COMFORT		
	3) GETTING INTO THE TOPIC		
	4) EXPERIENCE		
	5) DEBRIEFING		
	6) GENERALIZATION / INPUT		
	7) ACTING AND FOLLOW UP		
	8) CLOSING		
	STEP BY STEP:		
MATERIALS AND EQUIPMENT			

ANNEX 8
OBSERVATION REGISTRY FORM

+ OBSERVATION REGISTRY FORM

To be filled in by the teachers, the form below must be used to register the feedback resulting from this intervention.

Session's Topic:

Date and Time:

Duration:

Place:

Facilitator/s:

SESSION	GOALS	
	SESSION'S STRUCTURE	
	METHODS' ADEQUACY	
	ADJUSTMENTS	
	SESSION'S RESULTS	
FACILITATOR/S	ATTITUDE / POSTURE	
	TEAM WORK	
	CONCEPTUAL GRASP	
	FACILITATION	
	DEBRIEFING	
	RELATIONSHIP WITH THE PARTICIPANTS	
PARTICIPANTS	ATTITUDE / POSTURE	
	MOTIVATION	
	GROUP DYNAMIC	
	LEARNING OUTCOMES	
OTHER RELEVANT OBSERVATIONS		

ANNEX 9
FINAL PARTICIPANT OBSERVATION GUIDE

+ FINAL PARTICIPANT OBSERVATION GUIDE

To be filled in by the NGO observers, the form below must be used to register the feedback resulting from this intervention.

Session's Topic:

Date and Time:

Duration:

Place:

Facilitator/s:

SESSION	GOALS	
	SESSION'S STRUCTURE	
	METHODS' ADEQUACY	
	ADJUSTMENTS	
	SESSION'S RESULTS	
FACILITATOR/S	ATTITUDE / POSTURE	
	TEAM WORK	
	CONCEPTUAL GRASP	
	FACILITATION	
	DEBRIEFING	
	RELATIONSHIP WITH THE PARTICIPANTS	
PARTICIPANTS	ATTITUDE / POSTURE	
	MOTIVATION	
	GROUP DYNAMIC	
	LEARNING OUTCOMES	
OTHER RELEVANT OBSERVATIONS		

<p>INTERVIEWEE: STUDENTS (X2 - 2 PER CLASS INVOLVED, PREFERABLY THE SAME STUDENTS THAT WAS INTERVIEWED IN THE FIRST PHASE PLUS TWO OTHER, ONE FROM EACH CLASS)</p>		
<p>GENERAL GOAL OF THIS INTERVIEW: TO GATHER DATA ABOUT STUDENTS' PERSPECTIVES TOWARDS THE SPECIFICS OF THE RESEARCH QUESTIONS.</p>		
SECTIONS/THEMES	SPECIFIC GOAL	FORM OF QUESTIONS / ASPECTS TO BE ADDRESSED [YOU SHOULD REFER TO THE QUESTIONS YOU USED IN PHASE 2, BUT HERE ARE SOME EXAMPLES]
<p><i>INTRODUCERS</i></p>	<ul style="list-style-type: none"> - EXPLAIN TO THE INTERVIEWEE THE PURPOSE OF THE INTERVIEW. - EXPLAIN AND ENSURE ETHICAL ISSUES. - <i>INCLUDE SPACE FOR DEMOGRAPHIC INFORMATION</i> 	<ul style="list-style-type: none"> - NAME, AGE, SCHOOL YEAR/LEVEL, WHERE IS THE STUDENT FROM. - PURPOSE OF THE INTERVIEW. [REMINDING OR INFORMING THE INTERVIEWEE THAT A FIRST INTERVIEW TOOK PLACE AND THAT THESE IS A COMING BACK TO SOME OF THE QUESTIONS, BUT NOW WITH THE LENSES OF SOMEONE WHO EXPERIENCED A DIFFERENT WAY OF LEARNING AND HAVING THE SCHOOL CLASSES.] - DO YOU KNOW WHAT WERE THE ACTIVITIES DEVELOPED WITHIN NON FORMAL EDUCATION AND CAN YOU TELL ME WHAT YOU THINK THEY WERE? - CONFIDENTIALITY OF DATA.
<p><i>SECTION 1 THEME 1</i></p>	<p>TO COLLECT DATA ON STUDENTS' PERSPECTIVES ABOUT WHAT ARE THE FACTORS (PEDAGOGICAL OR OTHERS) THAT PROMOTE GREATER STUDENTS' ENGAGEMENT IN LEARNING AND THAT LEAD TO BETTER LEARNING OUTCOMES IN YOUR SCHOOL.</p>	<ul style="list-style-type: none"> - WHAT WERE THE DIFFERENCES YOU FELT IN THE CLASSES THAT WERE FACILITATED UNDER NON FORMAL EDUCATION? - WHAT MAKES LEARNING A POSITIVE EXPERIENCE FOR YOU UNDER NON FORMAL EDUCATION? DO YOU LIKE TO LEARN THAT WAY? WHY? WHAT DO YOU ENJOY THE MOST? - DOES NON FORMAL EDUCATION MAKE LEARNING BETTER? WHAT IS THERE IN NON FORMAL EDUCATION THAT MAKES IT BETTER? HOW DOES IT SUPPORT OVERCOMING DIFFICULTIES? - DID YOU APPLIED WHAT YOU LEARNT UNDER NON FORMAL EDUCATION OUT OF SCHOOL/SCHOOL TIME, IN ANY WAY? HOW ABOUT IN THE SCHOOL? AS THE LEARNING PROCESS IS HAPPENING OR JUST AFTER? - AFTER HAVING THIS EXPERIENCE, WHAT WOULD YOU CHANGE IN THE WAY LEARNING HAPPENS IN SCHOOL? IF THE SCHOOL WAS YOURS, HOW WOULD THE LEARNING PROCESS WORK?

<p>SECTION 2 THEME 2</p>	<p>TO COLLECT DATA ON STUDENTS' PERSPECTIVES ABOUT IN WHAT WAYS – AND FOR WHAT REASONS – DO STUDENTS TAKE AN ACTIVE ROLE IN SHAPING THEIR LEARNING PROCESSES AND/OR PARTICIPATE IN SCHOOL OR COMMUNITY LIFE.</p>	<ul style="list-style-type: none"> - WHAT FORMS OF PARTICIPATION WOULD YOU SAY THERE ARE IN SCHOOL WHEN USING NON FORMAL EDUCATION? - DO YOU THINK THE STUDENTS HAVE A MORE ACTIVE ROLE IN BUILDING THE SCHOOL AS A WHOLE UNDER NON FORMAL EDUCATION? - AFTER THIS EXPERIENETE, WHAT SUGGESTIONS WOULD YOU SAY YOU AND YOUR COLLEAGUES HAVE TO IMPROVE THE INVOLVEMENT OF EVERY DIFFERENT PART IN BUILDING THE SCHOOL?
<p>SECTION 3 THEME 3</p>	<p>TO COLLECT DATA ON STUDENTS' PERSPECTIVES ABOUT IF THE SCHOOL AND ITS RESOURCES (HUMAN, MATERIAL, FINANCIAL) ARE MANAGED IN A DEMOCRATIC, PARTICIPATORY AND SUSTAINABLE WAY?</p>	<ul style="list-style-type: none"> - DID THE NON FORMAL EDUCATION ACTIVITIES AND APPROACH MAKE YOU WORRY MORE ABOUT HOW DEMOCRATIC, PARTICIPATORY AND SUSTAINABLE SCHOOL IS? IN WHAT WAY? - AFTER THIS EXPERIENCE, WHAT DO YOU KNOW ABOUT THE MANAGEMENT OF THE SCHOOL AND ITS RESOURCES? - DO YOU THINK NON FORMAL EDUCATION HELPS MANAGING THE SCHOOL IS A DEMOCRATIC, PARTICIPATORY AND SUSTAINABLE WAY? WHY?
<p>SECTION 4 THEME 4</p>	<p>TO COLLECT DATA ON STUDENTS' PERSPECTIVES ABOUT WHAT ARE THE MAIN PEDAGOGICAL AND ORGANIZATIONAL CHALLENGES FACED BY YOUR SCHOOL AND WHAT ARE THE ASPECTS THAT SHOULD BE FURTHER IMPROVED TO ENHANCE STUDENTS' LEARNING, INITIATIVE, AND AUTONOMY?</p>	<ul style="list-style-type: none"> - IN WHAT WAY DO YOU SEE NON FORMAL EDUCATION CONTRIBUTING TO FACE THE CHALLENGES THE SCHOOL FACES (IDENTIFIED IN THE PREVIOUS INTERVIEW)? - WHAT ARE THE MAIN PEDAGOGICAL AND ORGANISATIONAL CHALLENGES THE SCHOOL HAS TO INTEGRATE NON FORMAL EDUCATION? - WHAT ASPECTS SHOULD BE IMPROVED TO RAISE LEARNING RESULTS, STUDENTS' INITIATIVE AND AUTONOMY? - WHAT ASPECTS ABOUT THE WAY THE SCHOOL WORKS NOW WOULD YOU NOT LET GO OF IN ORDER TO ALLOW FOR THE INTEGRATION OF NON FORMAL EDUCATION? - WHAT ASPECTS ABOUT THE WAY THE SCHOOL WORKS NOW WOULD YOU NOT LET GO OF IN ORDER TO ALLOW FOR RAISING LEARNING RESULTS, STUDENTS' INITIATIVE AND AUTONOMY?
<p>SECTION 5 THEME 5</p>	<p>TO COLLECT DATA ON STUDENTS' PERSPECTIVES ABOUT IN WHAT WAY ARE THE VET SCHOOLS MAIN ACTORS PROMOTING AND SUPPORTING THE DEVELOPMENT OF ENGAGEMENT, INITIATIVE, AND AUTONOMY AMONG THE STUDENTS AND THE EDUCATIONAL COMMUNITY AS A WHOLE.</p>	<ul style="list-style-type: none"> - WHO IN SCHOOL IS RESPONSIBLE FOR INTEGRATING NON FORMAL EDUCATION IN SUCH A WAY THAT THE INVOLVEMENT, THE INITIATIVE AND THE AUTONOMY OF STUDENTS AND SCHOOL COMMUNITY IN GENERAL IS PROMOTED? WHAT IS THEIR ROLE AND HOW DO THEY DO IT OR CAN START DOING IT? - AFTER THIS EXPERIENCE, WHAT IS FOR YOU PRIORITY IN SCHOOL, FOR YOURSELF AND FOR YOUR FUTURE?
<p>CONCLUSION</p>	<p>THANK THE AVAILABILITY OF THE INTERVIEWEE.</p>	

INTERVIEWEE: SCHOOL STAFF		
GENERAL GOAL OF THIS INTERVIEW: TO GATHER DATA OF THE EDUCATIONAL STAFF'S PERSPECTIVES TOWARDS THE SPECIFICS OF THE RESEARCH QUESTIONS.		
SECTIONS/THEMES	SPECIFIC GOAL	FORM OF QUESTIONS / ASPECTS TO BE ADDRESSED [YOU SHOULD REFER TO THE QUESTIONS YOU USED IN PHASE 2, BUT HERE ARE SOME EXAMPLES]
<i>INTRODUCERS</i>	<ul style="list-style-type: none"> - EXPLAIN TO THE INTERVIEWEE THE PURPOSE OF THE INTERVIEW. - EXPLAIN AND ENSURE ETHICAL ISSUES. - <i>INCLUDE SPACE FOR DEMOGRAPHIC INFORMATION</i> 	<ul style="list-style-type: none"> - NAME, ROLE IN THE SCHOOL, SINCE WHEN, WHERE IS THE PERSON FROM. - PURPOSE OF THE INTERVIEW. [REMINDING OR INFORMING THE INTERVIEWEE THAT A FIRST INTERVIEW TOOK PLACE AND THAT THESE IS A COMING BACK TO SOME OF THE QUESTIONS, BUT NOW WITH THE LENSES OF SOMEONE WHO EXPERIENCED A DIFFERENT WAY OF LEARNING AND HAVING THE SCHOOL CLASSES.] - CONFIDENTIALITY OF DATA.
<i>SECTION 1 THEME 1</i>	TO COLLECT DATA ON EDUCATIONAL STAFF'S PERSPECTIVES ABOUT WHAT ARE THE FACTORS (PEDAGOGICAL OR OTHERS) THAT PROMOTE GREATER STUDENTS' ENGAGEMENT IN LEARNING AND THAT LEAD TO BETTER LEARNING OUTCOMES IN YOUR SCHOOL.	<ul style="list-style-type: none"> - WHAT KIND OF INTERPERSONAL RELATIONSHIPS ARE DEVELOPED IN THE SCHOOL? BETWEEN WHO? HOW WOULD YOU DESCRIBE THOSE RELATIONS? DO YOU THINK THEY ARE IMPORTANT? DO YOU THINK NON FORMAL EDUCATION HAS AN IMPACT ON THOSE RELATIONSHIPS? IN WHAT WAY? - WHAT MAKES LEARNING BETTER IN SCHOOL? DO YOU THINK NON FORMAL EDUCATION HAS AN IMPACT ON IT? IN WHAT WAY? - AFTER HAVING THIS EXPERIENCE, WHAT WOULD YOU CHANGE IN THE WAY LEARNING HAPPENS IN SCHOOL? IF THE SCHOOL WAS YOURS, HOW WOULD THE LEARNING PROCESS WORK?
<i>SECTION 2 THEME 2</i>	TO COLLECT DATA ON EDUCATIONAL STAFF'S PERSPECTIVES ABOUT IN WHAT WAYS - AND FOR WHAT REASONS - DO STUDENTS TAKE AN ACTIVE ROLE IN SHAPING THEIR LEARNING PROCESSES AND/OR PARTICIPATE IN SCHOOL OR COMMUNITY LIFE.	<ul style="list-style-type: none"> - WHAT FORMS OF PARTICIPATION WOULD YOU SAY THERE ARE IN SCHOOL WHEN USING NON FORMAL EDUCATION? - DO YOU THINK THE STUDENTS HAVE A MORE ACTIVE ROLE IN BUILDING THE SCHOOL AS A WHOLE UNDER NON FORMAL EDUCATION? - AFTER THIS EXPERIENCE, WHAT SUGGESTIONS WOULD YOU SAY YOU AND YOUR COLLEAGUES HAVE TO IMPROVE THE INVOLVEMENT OF EVERY DIFFERENT PART IN BUILDING THE SCHOOL?

<p>SECTION 3 THEME 3</p>	<p>TO COLLECT DATA ON EDUCATIONAL STAFF'S PERSPECTIVES ABOUT IF THE SCHOOL AND ITS RESOURCES (HUMAN, MATERIAL, FINANCIAL) ARE MANAGED IN A DEMOCRATIC, PARTICIPATORY AND SUSTAINABLE WAY?</p>	<p>- DO YOU FEEL THAT THE LEVEL OF DEMOCRACY, PARTICIPATION AND SUSTAINABILITY OF THE SCHOOL IS A GENERALIZED CONCERN? DO YOU THINK NON FORMAL EDUCATION HAS AN IMPACT ON THAT? IN WHAT WAY? - DO YOU THINK NON FORMAL EDUCATION HELPS MANAGING THE SCHOOL IS A DEMOCRATIC, PARTICIPATORY AND SUSTAINABLE WAY? WHY? - AFTER THIS EXPERIENCE, WHAT DO YOU THINK COULD BE DONE IN ORDER TO HAVE THE SCHOOL MORE DEMOCRATIC, PARTICIPATORY AND SUSTAINABLE?</p>
<p>SECTION 4 THEME 4</p>	<p>TO COLLECT DATA ON EDUCATIONAL STAFF'S PERSPECTIVES ABOUT WHAT ARE THE MAIN PEDAGOGICAL AND ORGANIZATIONAL CHALLENGES FACED BY YOUR SCHOOL AND WHAT ARE THE ASPECTS THAT SHOULD BE FURTHER IMPROVED TO ENHANCE STUDENTS' LEARNING, INITIATIVE, AND AUTONOMY?</p>	<p>- IN WHAT WAY DO YOU SEE NON FORMAL EDUCATION CONTRIBUTING TO FACE THE CHALLENGES THE SCHOOL FACES AT PEDAGOGICAL AND ORGANISATIONAL LEVEL (IDENTIFIED IN THE PREVIOUS INTERVIEW)? - WHAT ARE THE MAIN PEDAGOGICAL AND ORGANISATIONAL CHALLENGES THE SCHOOL HAS TO INTEGRATE NON FORMAL EDUCATION? - WHAT ASPECTS SHOULD BE IMPROVED TO RAISE LEARNING RESULTS, STUDENTS' INITIATIVE AND AUTONOMY?</p>
<p>SECTION 5 THEME 5</p>	<p>TO COLLECT DATA ON EDUCATIONAL STAFF'S PERSPECTIVES ABOUT IN WHAT WAY ARE THE VET SCHOOLS MAIN ACTORS PROMOTING AND SUPPORTING THE DEVELOPMENT OF ENGAGEMENT, INITIATIVE, AND AUTONOMY AMONG THE STUDENTS AND THE EDUCATIONAL COMMUNITY AS A WHOLE.</p>	<p>- WHO IN SCHOOL IS RESPONSIBLE FOR INTEGRATING NON FORMAL EDUCATION IN SUCH A WAY THAT THE INVOLVEMENT, THE INITIATIVE AND THE AUTONOMY OF STUDENTS AND SCHOOL COMMUNITY IN GENERAL IS PROMOTED? WHAT IS THEIR ROLE AND HOW DO THEY DO IT OR CAN START DOING IT? - AFTER THIS EXPERIENCE, WHAT IS FOR YOU PRIORITY IN SCHOOL, FOR YOURSELF AND FOR YOUR FUTURE?</p>
<p>CONCLUSION</p>	<p>THANK THE AVAILABILITY OF THE INTERVIEWEE.</p>	

INTERVIEWEE: DIRECTOR		
GENERAL GOAL OF THIS INTERVIEW: TO GATHER DATA ABOUT WHAT CONCERNS THE DIRECTOR'S PERSPECTIVES TOWARDS THE SPECIFICS OF THE RESEARCH QUESTIONS.		
SECTIONS/THEMES	SPECIFIC GOAL	FORM OF QUESTIONS / ASPECTS TO BE ADDRESSED [YOU SHOULD REFER TO THE QUESTIONS YOU USED IN PHASE 2, BUT HERE ARE SOME EXAMPLES]
INTRODUCERS	<ul style="list-style-type: none"> - EXPLAIN TO THE INTERVIEWEE THE PURPOSE OF THE INTERVIEW. - EXPLAIN AND ENSURE ETHICAL ISSUES. - INCLUDE SPACE FOR DEMOGRAPHIC INFORMATION 	<ul style="list-style-type: none"> - NAME, ROLE IN THE SCHOOL, SINCE WHEN, WHERE IS THE PERSON FROM. - PURPOSE OF THE INTERVIEW. [REMINDING OR INFORMING THE INTERVIEWEE THAT A FIRST INTERVIEW TOOK PLACE AND THAT THESE IS A COMING BACK TO SOME OF THE QUESTIONS, BUT NOW WITH THE LENSES OF SOMEONE WHO EXPERIENCED A DIFFERENT WAY OF LEARNING AND HAVING THE SCHOOL CLASSES.] - - CONFIDENTIALITY OF DATA.
SECTION 1 THEME 1	TO COLLECT DATA ON THE DIRETOR'S PERSPECTIVES ABOUT WHAT ARE THE FACTORS (PEDAGOGICAL OR OTHERS) THAT PROMOTE GREATER STUDENTS' ENGAGEMENT IN LEARNING AND THAT LEAD TO BETTER LEARNING OUTCOMES IN YOUR SCHOOL.	<ul style="list-style-type: none"> - WHAT KIND OF INTERPERSONAL RELATIONSHIPS ARE DEVELOPED IN THE SCHOOL? BETWEEN WHO? HOW WOULD YOU DESCRIBE THOSE RELATIONS? DO YOU THINK THEY ARE IMPORTANT? DO YOU THINK NON FORMAL EDUCATION HAS AN IMPACT ON THOSE RELATIONSHIPS? IN WHAT WAY? - WHAT MAKES LEARNING BETTER IN SCHOOL? DO YOU THINK NON FORMAL EDUCATION HAS AN IMPACT ON IT? IN WHAT WAY? - AFTER HAVING THIS EXPERIENCE, WHAT WOULD YOU CHANGE IN THE WAY LEARNING HAPPENS IN SCHOOL? IF THE SCHOOL WAS YOURS, HOW WOULD THE LEARNING PROCESS WORK?
SECTION 2 THEME 2	TO COLLECT DATA ON THE DIRETOR'S PERSPECTIVES ABOUT IN WHAT WAYS - AND FOR WHAT REASONS - DO STUDENTS TAKE AN ACTIVE ROLE IN SHAPING THEIR LEARNING PROCESSES AND/OR PARTICIPATE IN SCHOOL OR COMMUNITY LIFE.	<ul style="list-style-type: none"> - WHAT FORMS OF PARTICIPATION WOULD YOU SAY THERE ARE IN SCHOOL WHEN USING NON FORMAL EDUCATION? - DO YOU THINK THE STUDENTS HAVE A MORE ACTIVE ROLE IN BUILDING THE SCHOOL AS A WHOLE UNDER NON FORMAL EDUCATION? - AFTER THIS EXPERIENETE, WHAT SUGGESTIONS WOULD YOU SAY YOU AND YOUR COLLEAGUES HAVE TO IMPROVE THE INVOLVEMENT OF EVERY DIFFERENT PART IN BUILDING THE SCHOOL?

<p>SECTION 3 THEME 3</p>	<p>TO COLLECT DATA ON THE DIRECTOR'S PERSPECTIVES ABOUT IF THE SCHOOL AND ITS RESOURCES (HUMAN, MATERIAL, FINANCIAL) ARE MANAGED IN A DEMOCRATIC, PARTICIPATORY AND SUSTAINABLE WAY?</p>	<ul style="list-style-type: none"> - HOW IS THE SCHOOLS HIERARCHY ORGANISED AND WHAT MANAGEMENT MECHANISMS EXIST (HOW MANY PEOPLE WORK IN THE SCHOOL, HOW MANY TEAMS, ETC.)? - WHAT EXAMPLES ARE THERE OF DEMOCRATIC, PARTICIPATORY AND SUSTAINABLE MANAGEMENT? - WHAT COULD BE DONE SO THAT THE SCHOOL WOULD BE MORE DEMOCRATIC, PARTICIPATORY AND SUSTAINABLE? WHAT ROLE CAN NON FORMAL EDUCATION HAVE ON THAT?
<p>SECTION 4 THEME 4</p>	<p>TO COLLECT DATA ON THE DIRECTOR'S PERSPECTIVES ABOUT WHAT ARE THE MAIN PEDAGOGICAL AND ORGANIZATIONAL CHALLENGES FACED BY YOUR SCHOOL AND WHAT ARE THE ASPECTS THAT SHOULD BE FURTHER IMPROVED TO ENHANCE STUDENTS' LEARNING, INITIATIVE, AND AUTONOMY?</p>	<ul style="list-style-type: none"> - IN WHAT WAY DO YOU SEE NON FORMAL EDUCATION CONTRIBUTING TO FACE THE CHALLENGES THE SCHOOL FACES AT PEDAGOGICAL AND ORGANISATIONAL LEVEL (IDENTIFIED IN THE PREVIOUS INTERVIEW)? - WHAT ARE THE MAIN PEDAGOGICAL AND ORGANISATIONAL CHALLENGES THE SCHOOL HAS TO INTEGRATE NON FORMAL EDUCATION? - WHAT ASPECTS SHOULD BE IMPROVED TO RAISE LEARNING RESULTS, STUDENTS' INITIATIVE AND AUTONOMY? - IN WHAT WAY DO YOU SEE THE BOARD'S ROLE CONTRIBUTING TO THIS?
<p>SECTION 5 THEME 5</p>	<p>TO COLLECT DATA ON THE DIRECTOR'S PERSPECTIVES ABOUT IN WHAT WAY ARE THE VET SCHOOLS MAIN ACTORS PROMOTING AND SUPPORTING THE DEVELOPMENT OF ENGAGEMENT, INITIATIVE, AND AUTONOMY AMONG THE STUDENTS AND THE EDUCATIONAL COMMUNITY AS A WHOLE.</p>	<ul style="list-style-type: none"> - WHO IN SCHOOL IS RESPONSIBLE FOR INTEGRATING NON FORMAL EDUCATION IN SUCH A WAY THAT THE INVOLVEMENT, THE INITIATIVE AND THE AUTONOMY OF STUDENTS AND SCHOOL COMMUNITY IN GENERAL IS PROMOTED? WHAT IS THEIR ROLE AND HOW DO THEY DO IT OR CAN START DOING IT? - AFTER THIS EXPERIENCE, WHAT IS FOR YOU PRIORITY IN SCHOOL, FOR YOURSELF AND FOR YOUR FUTURE?
<p>CONCLUSION</p>	<p>THANK THE AVAILABILITY OF THE INTERVIEWEE.</p>	

- Name, Role in the project.
- Purpose of the interview.
- Can you remember what activities were developed by the NGO in the school?
- And can you remember what activities were developed by the school autonomously?
- To your knowledge, did Non Formal Education had any effect in the way school actors interact? In the way they relate within their group and with other groups? In what way? If change has been observed, can you give some concrete examples? (students, teachers, school staff, school community)
- Do you think non formal education has had impact on making learning better in the school? In what way? What situations or indicators support your assertions? What makes learning a positive experience for you under non formal education?
- What were the differences you felt in the classes that were facilitated under non formal education?
- Does Non Formal Education practices relate to how school actors participate in school life? How? Please name some concrete examples that you observed in school.
- Do you think the students have a more active role in building the school as a whole under non formal education?
- After having this experience, what would you change in the way learning happens in school? If the school was yours, how would the learning process work?
- After this experience, what do you think could be done in order to have the school more democratic, participatory and sustainable?
- In what way do you see non formal education contributing to face the challenges the school faces?
- What are the main pedagogical and organisational challenges the school has to integrate non formal education?
- What aspects about the way the school works now would you not let go of in order to allow for the integration of non formal education?
- How would you describe the relationship between the NGO and the school during the project? What challenges did that relationship face and how were they overcome? How do you see the future of this relationship?
- Thank the availability of the interviewee.

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